
THE LIBRARY JOURNAL

VOL. 58

July, 1933

No. 13

Library Credit Union

Gerritt E. Fielstra

The Letter And The Spirit

Monroe E. Deutsch

Labor And Money Saving Devices In The
Catalog Department

Florence C. Fuchs

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Forthcoming Issues of THE LIBRARY JOURNAL

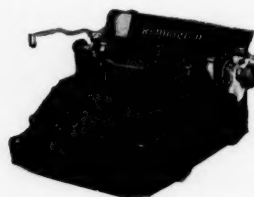
The excellent paper by Jeannette M. Drake, "Library Economies and the Library Patron," scheduled for this number has, due to lack of space, had to be held over for the September 1 issue.

One more month is being allowed for entries in the contest of Community Projects or Exhibits. Closing date for all entries will be August 1 and decisions will be announced in the August issue. The August number will be the second in our program of "Leisure and the Library." Special articles planned for this number include: "The Use of Leisure," by Edwin R. Embree, President of the Julius Rosenwald Fund; "Nature Appreciation as Leisure Occupation," by C. Edward Graves, librarian of Humboldt State Teachers College, Arcata, California; and "Hobbies for Parents," by Paul R. Hanna and Colba F. Gucker. Among other special pages, a section will be devoted to hobbies, or human interests, of librarians. If you have a hobby, be sure to let *THE LIBRARY JOURNAL* know about it at once.

In this number you will find four pages devoted to the various ways librarians are meeting the challenge of leisure. We are interested in knowing the leisure program of other librarians.

B. E. W.

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This is
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—mentioned in
Miss Fuchs' article
— this issue.

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THE LIBRARY JOURNAL



Labor And Money Saving Devices In The Catalog Department

By FLORENCE C. FUCHS

Head, Catalog Department, The Grosvenor Library, Buffalo, N. Y.

THERE ARE many devices, mechanical and otherwise, on the market today, which can be used to advantage in a catalog department: devices which simplify the task and help decrease the cost involved in making a book available to the public.

The Grosvenor Library has been interested in such devices, and during the past three years has tried out several, with the hope that the cost of cataloging would be decreased. Some have proved to be practical and have been purchased and installed as permanent equipment; these we are enumerating. Others have failed to meet our need; these we are mentioning with comments on our experience with them.

Typewriters

One of the most necessary devices is the typewriter, of which there are many makes on the market. Years ago the old Williams typewriter with its inked pads (instead of ribbons) was used. When it was decided to purchase new machines, several kinds were tried out. The Royal was considered the best for our purpose, because the writing was visible, and it seemed to us to be better fitted for card work. Changes in the key-board are made to fit our needs. Several card-holding devices have been tried out, but we find we can get along without one very easily. Every three years our machines are either reconditioned or exchanged for new ones. Machines are inspected regularly and oiled when necessary by the company's mechanic. Royals are now

equipped with a segment shift instead of the carriage shift, which makes it easier to operate, and more quiet.

The Royal typewriters recently purchased are equipped with forty-four type-bars instead of the standard forty-two, thereby giving four extra characters. A Royal typewriter especially constructed for stencil work has been purchased. It cuts a better stencil than the standard machine, and produces a broader-faced type (See also under Edison-Dick Mimeograph). It also is equipped with the forty-four type-bars and can be used for regular card work. The price is the same as the standard, and the extra keys are an advantage for cataloging purposes.

Typewriter ribbons have been a source of annoyance at times. Heavily inked ribbons have a tendency to leave a faint line at the top of the card; a ribbon that is too lightly inked produces faint typing. The factory expert on ribbons studied our problem three years ago and recommended a black record ribbon no. 34, Royal no. 10, which thus far has proved satisfactory.

One of the objections to the Royal typewriter is that when the ribbon on the lower part of the spool is used without a special card-holding device, it produces a line on the top of the card until the card passes under the overhead bail. Every effort has been made by the company to correct this, but the only thing that can be done is to turn the ribbon. Even though the lower part is turned, we find that most of the ink has

been absorbed, and the ribbon can be used for only a short time.

The portable Royal typewriter has been tried out, but in our opinion it is not heavy enough for card work. The Noiseless, we think, has no advantage over the standard machine, except that it is quieter.

The Remington Rand Company has a new model, which is larger than the portable, and smaller than the regular standard size. It is also equipped with forty-four type-bars and a card-holding device. We have tried it out for several weeks and do not like the card-holding device. It obstructs the view of the writing. Also, one cannot erase without removing the card from the machine. If this device were removed, an impression of the type would appear at the top of the card. The machine is light and can be transported easily, an advantage to a cataloging department. It is less costly than the standard model.

We have found that a double pedestal desk with typewriter attachment in left or right pedestal is more convenient for a cataloger than a drop head typewriter desk. Space is required to spread out one's work and cards, and it is not only inconvenient but inefficient to clear a desk every time a typewriter is used. Any extra space that will give greater convenience should in our opinion be encouraged, and a slide on each side of the desk is an asset. The newer desks have a slide over the typewriter, which is very convenient and costs very little.

For our convenience the carpenter has made a base to be placed under the typewriter attachment when it is in use. We find that unless this base is used, the vibration caused by striking the keys is so great that the typewriter is thrown out of alignment. Every typewriter attachment in a double pedestal desk in the Cataloging Department is equipped with such a base, and it looks as if it were part of the desk when in use.

Line-A-Time, Etc.

Line-a-time and Error-no are devices which may be attached to a typewriter, allowing the typist to adjust her notes before her, and also to read easily without strain or fatigue the exact line she is transcribing. We tried both for card work, and found that because the writing area of the card is smaller than the regular letter size paper, it was necessary to turn the lever of the machine more often with each line, thereby using more energy and saving little or no time. For correspondence and statistical work, such a device is indispensable in a library.

We have found that the greatest need for labor and money saving devices is in the preparation and reproduction of cards for the catalog. Professor Robert Binkley says:

"The purchase price of the book is not the heaviest expense that has to be met in making it available to a scholar in a library."

Especially is this true in a reference library such as the Grosvenor, where the majority of purchases are not current books, for which Library of Congress cards are available, but are second hand books and other rare material.

The master or main entry card is typed by the cataloger, and from this card added entries and shelf-list cards are made and revised. This reproduction of cards on a typewriter, with the revision, is a very costly procedure, and is one of the things on which the Committee on Cooperative Cataloging of the American Library Association has been working. Under the able direction of Mr. K. D. Metcalf, Chairman, that Committee has made rapid strides this past year on the project assigned to it, and already the results of the Committee's work are being felt.

In institutions where the maximum number of cards to be reproduced is ten for each title, the problem is not so easily solved.

There are many mechanical devices on the market today, which are being used for duplicating, and which have proved satisfactory for the commercial world, but for card work, there are few which answer the purpose. A library catalog is very different from the files of a commercial or industrial organization. Because a card added to a library catalog is intended to be a permanent record and must stand the test of time, particular attention must be given to the card stock used, and to the quality of ink on the ribbon or pad of the mechanical device. The card should absorb the ink; every letter should be distinct, legible and uniform; margins must be straight, in fact every effort should be made to produce as perfect a card as possible for the permanent catalogs,—cards which will reflect credit at all times to the institution. Several devices for duplicating cards have been demonstrated during the past five years.

Multigraph

The Multigraph, manufactured by the Addressograph-Multigraph Corporation, is a very satisfactory machine for reproducing cards when many copies of a master card are required. The cost and operation of this machine, however, seem prohibitive, when less than ten copies of one card are desired. The composition of hand setting, even though done by inexpensive help is slow and the distribution of the type after completion of the process requires too much time. To scrap the type where a great number of cards are required would justify the cost, if many copies are desired, but where only ten cards or less are required, this would be an extravagant procedure, and one which would increase the cost of cataloging instead of reducing it. The work done by this machine is satisfactory in every respect. The machine can be used for other purposes in the

library, such as printed lists, bulletins, etc., but for our purposes, the cost did not justify the expenditure at the time.

Standard's New Process Duplicator

One of the machines, which in our opinion is the easiest to operate, is the Standard's New Process Duplicator, but it is not satisfactory for our purpose. This machine was manufactured by the Standard Mailing Machine Company, and was placed on the market in September 1931. The purchase price is much less than the usual duplicating machine. The process is very simple; no gelatin or stencil is required. A copy of the master card is typed with a sheet of hectograph carbon paper, and is then clamped to the drum of the machine, and as many cards as desired may be made. It is not possible to secure a black type on the card, and the card used by us absorbs the ink too readily. The manufacturer is working to produce a white card which is 100 per cent rag, and which is as thin as the regular card stock used. This may solve the problem. The local manager reports that the purple ink cannot be overcome, because only an aniline dye ink can be used with the machine, and black is not a color.

Ditto Machine

The Ditto machine is very much like the device last named, depending on the use of an aniline dye ink. It is a gelatin process duplicator. The copy of the master card is typed with a special typewriter ribbon (the cost of the ribbon being the same as the standard ribbons) and then transferred to the gelatin roll from which offset facsimiles are made. The impression made is in purple ink, which is faint and consequently does not produce a clear impression.

The Junior Dexigraph

The Junior Dexigraph is a photocopying machine manufactured by the Remington Rand Company to reproduce 3 x 5 cards. No film or plates are used. The machine photographs directly on special Dexigraph sensitized paper of the correct card size. The master copy is typed and revised. It is then photographed and a negative produced. As many of these as are desired may be made, but if a white card with black characters is desired, the negative is rephotographed in the same manner to produce a positive. The master card must be a perfect one without erasures or other defects and every letter must be uniform, because the copy made is an exact reproduction and all these defects are reproduced by the camera. The card to be photographed is placed in a gauge under glass on the exposure table which is equipped with a strong overhead light. The machine has an automatic timer. The operation involved in photographing copies is very simple, but the process of developing in our opinion is too pains-

taking and therefore too costly; too much hand work is required.

The Grosvenor Library has a dark room equipped for photostatic work, and this was used for developing dexigraph cards. The sensitized cards are removed from the dark box in the developing room and placed in a tray by hand. This tray, containing fifty cards, is placed in the developing solution for forty-five seconds, then in a container with clear water for five seconds, then in the fixing solution for six minutes, after which the cards are removed by hand and placed in a container with running water for fifteen minutes or longer. The cards are then removed from the bath and run through a wringer, after which they are placed between special blotters to dry. All processes require hand work. There are special automatic drying devices available.

The negative dexigraph copy is very satisfactory, and can be used for shelf-lists and other records which are used behind the scenes in the library. If one has no objection to a negative card in the official catalog, it is possible to block out a half-inch at the top of the card at the time of photographing, and this will leave a white margin on which the added entry may be typed. White ink may be used in making the added entry, but we are told it is not satisfactory.

The Remington Rand Company experimented with white typewriter ribbons on negative cards last fall, but was not sufficiently satisfied to recommend them to us. The positive dexigraph copy is not a clear white, but the black characters reproduced are legible and very good. The cards reproduced in the Grosvenor Library contained scratches which could not be accounted for, although great care was taken in handling each card. The cards do not curl when dry.

The machine is small. It is scarcely more than twice the size of a typewriter, and is portable. In our opinion it has possibilities, and librarians will no doubt welcome the day when the Junior Dexigraph reproduces a clear white positive card without scratches, and when the process of developing is done mechanically instead of by hand, because the master card can be photographed without the additional revision required by most duplicating machines. One advantage of this machine is that it photographs on a card that is already cut to the correct size. The company is making every effort to perfect the machine, and for this reason is renting it instead of offering it for sale.

Photostat

The Grosvenor Library has a photostat machine, but this has not proved satisfactory for copying catalog cards. The paper used for photostat purposes is thinner than the regular card stock, but we were not sufficiently satisfied with the first results to go to the expense of securing special

paper, attachments, and devices for cutting the cards when completed. A local commercial photostat concern guaranteed satisfaction, but at a price too high to consider.

Rotoprint

We tried to get some figures on reproduction of cards by the Rotoprint, a lithographic zinc plate method, but were unsuccessful. The price of this machine is prohibitive and the process of reproduction is too costly unless one hundred or more cards are desired. Our local dealer tried to get the same kind of card stock used for the regular work and reported to us that the stock was too heavy to be used satisfactorily with this machine.

With mimeograph machines, particular attention must be given; first, to the kind of stencil used; second, to the touch of the typist who cuts the stencil (not every operator has an even touch, and all this shows up on the stencil); third, to the quality of the ink used; fourth, to the attachments for card work on the machines; fifth, to the conveniences for drying the cards when removed from the machine. The master card is prepared on the typewriter, and revised, after which a stencil is cut, which also requires revision.

Multi-Stamp

The Multi-stamp is an inexpensive and satisfactory stencil device for duplicating post card notices. It is small and may be used on any desk, but it is not satisfactory for card work, because there are no card attachments.

Neostyle

The Neostyle is a medium-priced stencil machine, but not satisfactory for catalog cards. There are no card attachments to guide the card, and the ink is light and dries slowly. Many cards have to be run off in order to have correct alignment, and even then the material on the surface of the card may be crooked.

Elliott Addressing Machine Postal Printer

The Elliott Addressing Machine Postal Printer, which may be used for card work as well as for post card size, was on approval for several weeks. This machine has a metal frame which holds the stencil, and over this an inked roller. There is a card attachment for feeding. The type reproduced is broad-faced, that is, heavier than that usually cut on stencil machines. The ink is not a clear black and it is difficult to keep the roller evenly inked, which produces different degrees of shading and frequently blurs. This machine, in our opinion, is better than the other stencil machines named above, but we were not sufficiently satisfied with the results to recommend it for purchase.

Gestetner

The Gestetner duplicator machine is manufac-

tured by an English corporation, which had a factory in New Jersey for a short time. The machine was demonstrated and the results as demonstrated were very satisfactory. The stencils seemed to be superior to those used with other machines. The machine was equipped with a special card-holding device and the ink was a good black with drying qualities. It was hoped that the machine could be tested out in the library for a while, but this did not materialize. We later heard that the Gestetner Company had ceased to manufacture in this country. This of course would affect the servicing of the machine, and would have to be considered in the purchase.

Edison-Dick Mimeograph

The Edison-Dick mimeograph, model 77 L. C., manufactured by the A. B. Dick Company and especially constructed for mimeographing library cards, was purchased in April 1933, after a thorough trial, and installed as part of the permanent equipment of the library. The quality of work produced by this machine and the speed with which the work is done at the minimum cost makes this machine far superior to any other used to date.

The stencil used with this machine is a white mimeotype, which is better than the usual stencil. The stencils are secured in sheets marked especially for 3 x 5 cards, and there are four distinct card units on one sheet, thus making it possible for the operator to type four separate stencils without inserting a stencil in the typewriter for each card. This facilitates the work and insures proper alignment on the card. The stencils are cut with a scissors after removal from the typewriter.

The master card is prepared on the typewriter by a trained cataloger and then revised. From this a stencil is prepared by an operator and revised. Stencils can be proof-read while in the typewriter. Corrections can readily be made with the correction fluid, but it is not transparent when dry, and therefore cannot be revised in the typewriter. One is able to write within a typewriter space of each side of the card, within a quarter of an inch of the top, and right to the bottom of the card. The stencil fits into a special place on the drum of the machine. The ink pad is enclosed in a metal cylinder, thus preventing dust and evaporation. The ink used is "Edison Dick black ink for special use in library mimeographs" and dries within three hours. There is a special card-feeding device and cards pass automatically into card trays which are attached to the machine. Each tray holds twenty-five cards. When the tray is full, it may be removed. Cards remain in the trays until dry, and consequently eliminate smudging and take up little space. Six trays were purchased, thus enabl-

ing the operator to mimeograph at least one hundred and fifty cards twice a day.

A broader faced type is secured if two extra backing sheets are used under the regular sheet on the standard Royal typewriter. The Royal Typewriter Company has recently constructed a typewriter specially for preparing stencils, and if one uses this machine, it is not necessary to use the extra backing sheets. A clearer, broader faced type is secured with the Royal Stencil typewriter.

Added entries are typed on the mimeographed cards in the same manner as on Library of Congress cards. The call number however is added to the stencil, and does not require revision.

Analytics for long series on Library of Congress cards may be run through the mimeograph for call numbers, thus eliminating typing and revising the call number on all of the analytics. The volume and page of the publication may be typed under the call number at the same time the added entries are typed.

In cutting a stencil for the Edison Dick mimeograph, and in fact all other mimeograph devices, too much cannot be said about the touch of the operator. If the operator has an even touch, the stencil will be clear; if her touch is not even, the stencil is ruined. Every operator cannot cut a clear stencil. Many times the typewriter can be adjusted to the touch of the typist, but no typewriter can be adjusted to an uneven touch. The same is true of cards typed and then reproduced with photostatic devices.

A typewriter electrically operated may correct this. We tried the Varityper electric machine, and then made queries about electric typewriters, and were told by the Remington Rand and the Royal typewriter companies that electric typewriters are far from satisfactory at the present time, and are so delicate that parts wear out and are being constantly repaired, which makes them very costly. The Remington Rand Company is working on one now, and it is hoped that it will be satisfactory for card work.

Electric Eraser

An electric eraser is a very convenient tool. In November 1930, the Weilco eraser, no. 2145E, manufactured by J. H. Weil & Co., Philadelphia, was purchased. This device "has a sturdy, smooth-running motor which swiftly revolves the specially designed, ball-bearing handpiece containing a small plug eraser. . . . The handpiece is as easy to hold as a pencil, and because of the ball-bearing construction, will not heat up or vibrate in the hand." It is used principally in recataloging and in changing subject headings. The machine erases very neatly and does not leave a rough appearance. There are erasers for various types of work. The small coarse grey eraser is used on catalog cards. The

operator must be careful not to bring too much curvature (or bend) in the cable, because this causes heat in every working part of the motor and creates a most disagreeable odor. The operator must also be careful not to use too much pressure on the foot pedal, because this causes a break on the motor which heats up the machine. If fine dust gets into the threads, the ferrule may be removed and cleaned, and the threads on the handpiece may also be cleaned and a drop of "3 in 1 oil" added. These are the only difficulties that have been encountered with the Weilco electric eraser in the two and one-half years it has been used at the Grosvenor, and these have been quickly corrected through instructions promptly received from the company.

Electric Stylus

The electric stylus with transfer paper has been used successfully by many librarians for marking books. We had one on approval four years ago, and found it superior to the stylus used with the alcohol lamp, but in our opinion it is not so satisfactory for marking call numbers on books as white ink. It is transfer work, and one cannot successfully go over a letter or figure. The transfer paper of gold leaf does not rest firmly on the back of the book, which makes it difficult to write on. The cork handle becomes hot at times, but this no doubt can be overcome as with the electric eraser. At the time we suggested a heavier point on the stylus because it was felt this would make the letters and figures clearer.

Marking Books

Several years ago we began to mark books with white ink, and tried many different kinds. We have found David's White Letterine the most satisfactory for our purposes. The pen is dipped into water and then into white ink. White ink coagulates unless water is used with it, and the pen must be clean at all times. One of our early objections to the use of white ink was the pen point which was sold by most library supply houses for use in marking. The pen points were too fine. We have used the Estebrook Probate Pen, no. 313, for many years and recommend it as superior to any other. For light colored bindings, Higgins India ink is used, and for leather bindings, we still use the Dennison label. A thin coat of white shellac manufactured by the H. R. Hunting Company is placed over the backs of all books lettered with white ink.

The Grosvenor Library is interested in labor and money saving devices. It is true that considerable time has been devoted to demonstrations and to trying out these devices in the department, but we feel that the time has been well spent, and the machines which have been installed as part of our permanent equipment have already made their impression in reducing the cost of cataloging.

The Letter And The Spirit

By MONROE E. DEUTSCH

Vice-President and Provost, University of California

FOR MANY a day we have been told that this is an age of science. Have you stopped to ask yourself what that means? I assume that what should be implied is that far more and greater scientific discoveries have been made during the last century than in any preceding century; also, that if we list the great men of the century, scientists play a most important part. It is, I imagine, fair to say that our scientists are probably regarded as greater than our authors, or artists, or statesmen. All this we can concede. In these senses, it is an age of science.

But at this point we should stop. Man has not changed his fundamental characteristics because of the discovery of bacteria or the x-ray. New as such scientific discoveries may be, when one picks up a book a thousand or more years old, he finds that it still rings with the vibrancy of truth, despite the differences of language and custom and the author's ignorance of modern scientific knowledge. Human nature has not changed in the centuries, however great the scientific discoveries and however much the conveniences of living have been improved.

For this reason, the proposals that our educational system should be wholly reconstructed, with overwhelming emphasis on science, are by no means as logical as some may think. Certainly, it is important to know much of the world about us, the heavens above us, and of our own physical selves—yet far more important is attention to the things that make us human beings—rather than animals. And the place in which this knowledge is preserved and conserved is in those collections of sheets of paper we call books.

Once we thought of the humanities as meaning Greek and Latin. Certainly, I am one of the last to forget our debt to the writings of Greece and Rome. But the term should by no means be restricted to books written in Greek and Latin. Surely, a tongue that gave us Dante, a tongue that gave us Goethe, a tongue that gave us Shakespeare, a tongue that gave us Molière—these have a full right to demand that such works be placed on the shelf entitled "The Humanities." For great writers are like searchlights that pick out significant aspects of human life and set them in clear view. Or they may be regarded as precipitates, causing our own hazy ideas to crystallize and become definite. As Goethe puts it:

"All truly wise thoughts have been thought already thousands of times; but to make them really ours, we must think them over again honestly, till they take firm root in our personal experience."

You see that I am not thinking of books as a means of getting knowledge, save knowledge of man. To be sure, it is worth while to know things—about physics and chemistry, government and geography, bacteriology and mathematics. But it is at least as important to know about this comrade of ours, who is ever with us and of us—the real being encased in this "framework of the body," as one Roman called it. Another great Roman, Marcus Aurelius, quoted Epictetus' words, "Thou art a little soul bearing about a corpse."

Do you remember the words in which yet another Roman emperor, Hadrian, addressed this unseen companion?

"Soul of mine, pretty one, flitting one,
Guest and partner of my clay,
Whither wilt thou hie away,
Pallid one, rigid one, naked one—
Never to play again, never to play?"

No, I am not thinking of books as tools to external knowledge. Neither am I thinking of them as agreeable means of passing the time, methods of forgetting the unpleasantnesses and dullness of life. Surely, this is not a use to be disparaged. Such an anodyne is far better than many others that men have used. And if the miracle of the printed page sweeps one away on a magic carpet to other lands and other interests, and converts the bare attic into a palace of the mind, it has indeed done well.

That use of books has, I think, hardly ever been expressed more movingly than by Gamaliel Bradford in his *Intimate Journal*: I quote from the excerpts published in this April's number of *Harper's Monthly*:

"When life is teasing and my nerves are stretched and strung and feverish, nothing rests, nothing comforts me like a book, almost any book. Of course there are books that tease too, books that I instinctively avoid, as I avoid some people. But I avoid most people and I avoid few books, though there are some that I turn away from with respect but without much desire. It does really get to be almost a mania, like a drug habit. I grudge more and more the time given to other things. I think that it is not that I like people less, but that I like books more, and that in the most charming human society I am always thinking of the far more charming book that might absorb my soul. And it has always been so with me. The delight of buying books has largely deserted me now, partly from physical inability, much more because I have all the books that I should buy with passion. But the love of touching them, of having them about me

Address given before the California Library Association, April 12, 1933.

will last and grow as long as I have fingers and a soul."

But I am thinking of books as repositories of ideas, treasuries of distilled wisdom about human beings, their thoughts and their acts. And surely if a given work has retained its place among the aristocracy of literature—the "blue books," as it were—it must have in it much of value to us of today.

Indeed, it is from one of them—two thousand years old—that we can obtain the truest defense (if it needs such) of letters. I refer to the famous quotation from Cicero's speech in defense of the poet Archias: speaking of literature, the orator says:

"Other enjoyments are not suited to all seasons, all times of life, all places; the study of literature stimulates us in boyhood, delights us in old age, is an ornament in prosperity, a comfort and a refuge in adversity, a joy at home, no hindrance abroad; it helps us through sleepless nights, it goes with us on our travels and is our companion in the country."

Hundreds, nay thousands, of illustrations of the truth of these statements can be found along the path of the centuries. The pigskin library of Theodore Roosevelt on his African explorations is matched by the copy of Homer which Thomas Lawrence bore with him on his Arabian campaigns.

The lines of Cicero struck me most forcibly at the time when, some twenty years ago, George Hamlin Fitch, venerable literary critic of the *San Francisco Chronicle*, lost his son, a young man of great promise, a graduate of Stanford University, and published a volume called *Comfort Found in Good Old Books*. But Cicero had already said it: "a comfort and a refuge in adversity."

However, the words of Fitch are so profoundly true that I cannot resist quoting from his Preface:

"And so, in this roundabout way, I come back to my library shelves, to urge upon you who now are wrapped warm in domestic life and love, to provide against the time when you may be cut off in a day from the companionship that makes life precious. Take heed and guard against the hour that may find you forlorn and unprotected against death's malignant hand. Cultivate the great worthies of literature, even if this means neglect of the latest magazine or of the newest sensational romance. Be content to confess ignorance of the ephemeral books that will be forgotten in a single half-year, so that you may spend your leisure hours in genial converse with the great writers of all times. . . . The vital thing is that you have your own favorites—books that are real and genuine, each one brimful of the inspiration of a great soul. Keep these books on a shelf convenient for use, and read them again and again until you have saturated your mind with their wisdom and their beauty. So may you come into the true Kingdom of Culture, whose gates never swing open to the pedant or the bigot. So may you be armed against the worst blows that Fate can deal you in this world.

"Who turns in time of affliction to the magazines or to those books of clever short stories which so amuse us when the mind is at peace and all goes well? No literary skill can bind up the broken-hearted; no

beauty of phrase satisfy the soul that is torn by grief. No, when our house is in mourning, we turn to the *Bible* first—that fount of wisdom and comfort which never fails him who comes to it with clean hands and a contrite heart. It is the medicine of life. And after it come the great books written by those who have walked through the Valley of the Shadow, yet have come out sweet and wholesome, with words of wisdom and counsel for the afflicted. One book through which beats the great heart of a man who suffered yet grew strong under the lash of fate is worth more than a thousand books that teach no real lesson of life, and that are as broken cisterns holding no water, when the soul is athirst and cries out for refreshment.

"This personal, heart-to-heart talk with you, my patient readers of many years, is the first in which I have indulged since the great fire swept away all my precious books—the hoarded treasures of forty years. Against my will it has been forced from me, for I am like a sorely wounded animal and would fain nurse my pain alone. It is written in the first bitterness of a crushing sorrow; but it is also written in the spirit of hope and confidence—the spirit which I trust will strengthen me to spend time and effort in helping to make life easier for some poor boys in memory of the one dearest boy who has gone before me into that 'undiscovered country,' where I hope someday to meet him, with the old bright smile on his face and the old firm grip of the hand that always meant love, and tenderness, and steadfast loyalty."

Yes, my friends, there are indeed, as George Hamlin Fitch so touchingly set forth, deep, very deep, springs of comfort to be found in the treasures of the world's literature. It is because books have in them such marvelous potentialities that I regret it so deeply when I see them debased and degraded. One of the unfortunate features of much of our present education is the failure to give them a proper place and make a proper use of them.

What is the aim of this whole elaborate business of education? If it is for the purpose of making ideal citizens, we cannot claim that it has proved to be an unqualified success. How many of our high school graduates sit down and study the problems confronting the government so that they may understand them thoroughly? As a whole, do our school or college graduates speak much, if any, more intelligently on such questions than those who have failed to have such opportunities?

There is much talk about a very popular subject nowadays, Adult Education. Certainly, with the trite statement that education should not cease when we leave school, everyone is in agreement; but all about us are means of adult education—the most valuable ever devised—books. Men put the best of themselves into books—it is the essence of a man's noblest thoughts that is at our disposal when we enter a library. We have but to reach up an arm, and an infinitely better teacher of adults is available than you can find in the host ready to give lectures or readings. But our young people have not been led to read for themselves—and above all instinctively to seek for the best in books.

The redoubtable Samuel Johnson brings out well what I have been saying:

"Talking of education," said he, "men have got a strange opinion that everything should be taught by lectures. Now I cannot see that lectures can do as much good as reading the books from which the lectures are taken. I know nothing that can best be taught by lectures, except where experiments are to be shown. You may teach chemistry by lectures:—you might teach making of shoes by lectures!"

We talk about the absence of religion in our younger generation. Do you stop to think of the degree to which the spiritualizing elements are being left out of education? Great literature, be it in English, German, French, Italian, Greek, or Latin, is the greatest of all spiritual teachers—save for the Bibles of the various peoples.

How much thought do we give to the spirit within this "prison of the body" (as another great Roman called it)?—We emphasize English composition, so that we may write: "Yours of the twenty-fifth received and contents noted." History and civics are often taught so that pupils may become familiar with the method of electing the president, or receive distorted notions of the place of our country in the history of the world. We demand physical education so that the body may be well cared for. We encourage Spanish, on the ground that the boy may hereafter have business dealings with Mexico and South America. These are all perfectly worthy aims—but, I repeat, what do they have to do with the spirit? which is, I take it, the part of man that makes him superior to the beast, and should be of far more concern to us all than the mechanism we call the body. In short, our education tends to be practical, material, and contemporary.

Books show us that truth is not new, not modern. Said Woodrow Wilson:

"It is our privilege to be calm and know that the truth has not changed; that old wisdom is more to be desired than any new nostrum; that we must neither run with the crowd nor deride it, but seek sober counsel for it and for ourselves."

In all sincerity, do we say, "Blessings on him who first invented books."

Very close indeed to us, and as full of poignancy as when written, are the words which the great poet Propertius put into the mouth of the dead Roman matron, Cornelia, as she addresses her husband, Paulus, whom along with her children she leaves behind her (the translation, poor as it is, is my own):

"Now I commend to you our children, common pledges of our love.

This anxious care still breathes on, burned in my ashes.

Perform, oh! father, a mother's duty:

All that little crowd of my offspring you will have to bear on your neck.

When you give kisses to them 'mid their tears, add a mother's.

And if you are to grieve at all, do it without them as witnesses.

When they come, deceive their kisses with dry cheeks."

What is there in these words that fails to have meaning and to touch us today? The human heart and its affections are not essentially altered by electric light or a knowledge of electrons. There is, indeed, a place in the modern world for spiritual teachings. We should therefore play our part in making mankind see, understand, and relish great literature. It is not the amount men read or the number of hours they give to it—but its quality that counts.

And strangely enough great literature (in whatever language it is written) has much in common. One who has been taught to love great works of literature in Greek will, I feel confident, prefer Lincoln's Gettysburg Address to Fannie Hurst. The great writings, whether they be Woodrow Wilson's addresses or Willa Cather's novels, appeal to a taste that is cultivated. Whether the historical scholar will agree or not, I do not know—but to me there is a profound appeal in Woodrow Wilson's words, "The history of nations is spiritual, not material, a thing, not of institutions, but of the heart and the imagination." And even further does he go when he says, "It is to get at the spirits of men that the university is created: to my mind it is not to make scholars."

Certainly, one of the most important functions of all of us who deal with youth, whether we be called educators or educate under the less obvious name of librarian, is to take youth by the hand and lead it into the realm of great literature—so that it will instinctively choose the better rather than the worse.

But the better reading does not demand that one walk always solitary on the mountain tops. Such training as that I have in mind will cause one to choose the *Atlantic Monthly*, or *Harper's*, or the *Yale Review* above certain publications sold in every cigar stand. In other words, taste in reading should be taught. The Romans saw that a thing oft repeated made up one's character, and so the word *mores*, meaning originally "habits" or "customs," came also to mean "character."

And only those who have themselves found their way to this fountain of understanding, who have such an appreciation of books and their high mission, can lead others thither. Indeed, those who have it are eager to impart it to others. For certainly, like many other fine things in life, this grows the more in proportion as it is shared with others.

We had for twenty years at Berkeley a president who, before he assumed that office, was a professor of Greek. What a master of English Benjamin Ide Wheeler was! Let me read you the inscription at the entrance to the University Library, which commemorates Charles F. Doe, who made the building possible:

"He was a quiet man, of simple tastes and orderly life. Diligent in business, he dealt honorably with all

men. Charity for divergent views and a gentle tolerance toward the beliefs of others, tempered the native sternness of his convictions. Shrinking from the social turmoil, he found through books abundant converse with the best who have thought and recorded; and now that he has yielded the stewardship of his goods, his last desire opens the companionships he loved to the use of all the recurring generations of the young."

You need not be reminded that the spiritual nourishment of which I am speaking is not confined to poetry, nor is all poetry by any means in this class. Nor is it confined to the essay. It may appear in biography, in history, in fiction. I shall take the liberty of citing the three quotations from Willa Cather selected by Lewisohn in his work entitled *Expression in America*:

"When kindness has left people, even for a few moments, we become afraid of them, as if their reason had left them. When it has left the place where we have always found it, it is like a shipwreck; we drop from security into something malevolent and bottomless."

The second deals with our conception of our own individuality:

"We think we are so individual and so misunderstood when we are young; but the nature our strain of blood carries is inside there, waiting, like our skeleton."

The third is the one Lewisohn rightly calls best; it is singularly appropriate in connection with our subject:

"How the great poets do shine on! Into all the dark corners of the world. They have no night."

If devotion to such things is not to be lost, it is our function as educators first of all to educate ourselves. Otherwise our praise of the words of Cicero or Emerson will be nothing but the perfunctory rehearsal of names and words of laudation picked up in historical works or outlines of literature; they cannot come with any sense of reality from our lips, they will be but the parrot-like repetition of what we have not seen face to face. We must live with the great. Said Goethe:

"I read some pieces of Molière's every year, just as, from time to time, I contemplate the engravings after the great Italian masters. For we little men are not able to retain the greatness of such things within ourselves; we must therefore return to them from time to time, and renew our impressions."

The ocean is, to be sure, great, and as Newton said: "I am but as one who has picked up shells by the great ocean of knowledge."

Merely to list the great figures of literature is a formidable task; to read them a greater—but to make them part of one's mental fiber is hardest of all and, like all other powers, it becomes feebler if one does not persist at it. Epictetus pointed this out:

"Every habit and faculty is maintained and increased by the corresponding actions: the habit of walking by walking, the habit of running by running. If you would be a good reader, read; if a writer, write. But when you shall not have read for thirty days in succession, but have done something else, you will know the consequence. In the same way, if

you shall have lain down ten days, get up and attempt to make a long walk, you will see how your legs are weakened. Generally, then, if you would make anything a habit, do it."

In the case of works written in foreign tongues, the problem of translation is a very troublesome one. Difficult it was for a Virgil with pain and toil to compose his verses. Suetonius said of him:

"When he was writing the *Georgics*, it is said to have been his custom to dictate each day a large number of verses which he had composed in the morning, and then to spend the rest of the day in reducing them to a very small number, wittily remarking that he fashioned his poems after the manner of a she-bear and gradually licked it into shape."

How infinitely much harder to take the stone of another language and carve out the identical image which the great genius of Virgil so painstakingly created!

Obviously, we cannot learn all necessary languages sufficiently well to appreciate their great works of literature. But it is well to remember how insoluble the problem of translation is and how often the task is essayed by pygmies who obviously cannot succeed in raising themselves to the height from which the eyes of the genius looked. The failure to realize this caused one critic to say, when an early series of translations from the Greek and Latin was issued: "Now the classics are indeed exposed."

When we think of the many shelves full of works of the first order, we all of us acknowledge readily how small our own acquaintance (not to say knowledge) of great literature is.

Having, however, made at least a part of it ours, let us resolutely lead others to the sources of inspiration. We need not do it very consciously, for if the works have meant anything to us, we shall spontaneously give the stimulus to others.

I do not agree with Goethe in denying the value of scientific education, but surely his clarion call is needed today. Said he:

"A museum of natural history always seems to me like the tombs of Egyptian kings, in which various sorts of beasts and plants are preserved in mummified rigidity. These oddities may claim a curious attention from a caste of mystical priests; but into the sphere of general education such objects should never enter—not only as being out of place, but as in all likelihood displacing things which have better right to occupy the attention of the young. A teacher who tries to awaken the sympathetic interest of young persons in a single noble deed, or a single really good and heroic poem, does more towards his true growth than one who can tell off before him the names and describe the appearances of thousands of the inferior animals; for the upshot of all that curious study of low organisms is simply what we know already—that man, and man alone, has in a peculiar and special sense been created in the image of God."

However, there is absolutely no doubt in my mind of the importance of at least some knowledge of science on the part of all future citizens, that they may not fall a prey to charlatans or sentimentalists who seek to interfere with the proper and necessary pursuit of scientific knowl-

edge. But I do agree that the emphasis in education should be on man—and not man physiologically or anatomically.

However, I suppose that we are at one in realizing that the primary thing is to get people to read—to read what is really worth while. Having once found the use of their legs, they can then be led along to higher and higher peaks until they reach the very heights.

I firmly believe in the desirability of using the standard magazines as an introduction to reading of this order. I am not advertising *Harper's Magazine* or others of this type. The fact, however, that they are written in the English of today (but in its best form) and the reader is not called upon to face poetical or archaic expressions, makes them particularly suitable for this purpose. Moreover, they deal with matters many of which fill the public mind today: this is an added incentive. When the reader without any sense of compulsion picks up his *Atlantic* and peruses it with pleasure, he will readily be led to books of the day which are worth while, and from these back to books of past ages which he will inevitably find mentioned again and again in the works he reads.

I have, as you see, leaned heavily on the wisdom of the great who have passed along the way. All that I have done is, as it were, to furnish the thread on which their bright jewels might shine forth.

In short, I have done only what Longinus described centuries ago:

"Many writers are borne along inspired by a breath which comes from another; even as the story is that the Pythian prophetess, approaching the tripod, where is a cleft in the ground, inhales, so they say, vapor sent by a god; and then and there, impregnated by the divine power, sings her inspired chants; even so from the great genius of the men of old do streams pass off

to the souls of those who emulate them, as though from holy caves; inspired by which, even those not too highly susceptible to the god, are possessed by the greatness which was in others."

These, my friends, are black days—not merely because business is poor and salaries reduced, but chiefly because hosts of men and women are starving, because society is throwing overboard so many of the precious heritages of the past, the things that alone make civilization civilized, because in times of such abject misery men insist on adding to it many fold by sharpening the weapons of Mars, by fanning the flames of a jealous, narrow nationalism, and by tearing off all the coverings of tolerance and friendship that the centuries have provided, to stand forth naked savages bent on destroying those of another nation or another creed. Yes, the clouds are heavy, the storms are about us.

At such a time let us heed the words of the noble souls who have lived before us. Few have been the times when we so needed to ponder what they have said; seldom has humanity so needed to have its thoughts turned away from the material world which we have made so bleak, to the treasures of the spirit.

"The Lord is my shepherd; I shall not want.

"He maketh me to lie down in green pastures; He leadeth me beside the still waters.

"He restoreth my soul; He leadeth me in the paths of righteousness for His name's sake.

"Yea, though I walk through the Valley of the Shadow of Death, I will fear no evil; for Thou art with me; Thy rod and Thy staff they comfort me. . . ."

What I have said, my friends, is trite—as old as written records—and yet ever new.

Books fulfill their noblest function when the little black characters we call letters minister to the need, not for entertainment, not for knowledge, but for the nourishment of the human spirit.

Philosophy enables us to see ourselves in perspective, and the broader the perspective the more does my little sore-spot, my atomic grievance, dwindle in proportion to the rest. To cry out against a universe that has not accommodated itself to me, is too absurd,—that is, from the point of view of the universe. And it is precisely that point of view which philosophy invites and enables me to take. . . . It is a very comfortable thing to have settled convictions. It is an even more comfortable thing to have settled convictions that are flattering to man's estate and of hopeful augury. If one finds these comforts quite indispensable, let him beware of philosophy. . . . For it is of the very essence of philosophy that it should raise doubts, question assumptions, challenge authorities, break habits, depart from customs.

—From *A Defence of Philosophy*, by RALPH BARTON PERRY.

Library Credit Union

By GERRITT E. FIELSTRA

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THE STAFF Association of The New York Public Library has, from time to time, instituted new activities for the well-being of its members. In 1931, the Economics Committee cast about for ways and means of extending the purchasing power of staff members. Prominent in its discussions appeared various cooperative schemes, the most important of which was the credit union idea.

It may be pointed out that a credit union is a cooperative society organized under a state law (and, in the state of New York, under the supervision of the state banking department) within a specific group of people, for the twofold purpose of supplying the members of that group with a plan for systematic saving and making it possible thereby for them to take care of their credit problems at a legitimate rate of interest.

Although the idea originated in the Staff Association of The New York Public Library, it was clearly evident that, if the greatest benefit were to be derived from the plan, it would be desirable to enlarge the group as much as possible. Accordingly, the staff associations of the Brooklyn Public Library and of the Queens Borough Public Library—separate institutions and associations—were approached through the United Staff Association of Greater New York. At the December meeting of the latter organization, Mr. R. F. Bergengren, Executive Secretary of the National Credit Union Extension Bureau, Boston, presented a plan for joint operation. Upon acceptance, application was made for a charter which the New York State Banking Department granted, effective in February, 1932. Thereupon, the Library Credit Union became a separate entity, serving the three organizations, but otherwise independent of them.

For operation, the New York Credit Union League supplied the new organization with a complete set of books, equipment, and rules. It also trained and schooled the volunteer helpers in the best credit union technique gained from its long and successful experience with other groups and their problems. Even today, whenever a new problem arises, the League is looked to as a source of counsel for wise procedure.

The plan has proved both popular and effective from the start. It welcomes all, accommodating the contributor who can save only twenty-five cents a week just as adequately as one who is able to put in fifty dollars monthly. For the

healthy growth of the Union, the interest as well as the contributions of all members are necessary. That this interest has been shown is reflected in the growth of paid capital. At the end of February, 1931, the organization had \$56; at the end of May, 1933, \$8,380. The group providing this money—some 325 in number—is drawn from the staffs of the three systems, composed of librarians, clerical help, pages, and building force. It is a complete cross-section of the employees of these institutions.

The accumulation of \$8,380, if allowed to stand idle, would, of course, be of no benefit to those whose savings it represents. It must be put to profitable use. That the amount has been put to work is shown by the fact that, on May 31, 1933, there was \$8,325 out on loan, with a total revolving for the period of activity of \$17,260; repayments of \$8,935, and the first amount outstanding. Loans have been made at the customary rate of interest of 1% per month. Figured annually, this makes 12%, which at first seems excessive; in reality, it is very reasonable. As ordinary banks frown upon this small-loan business, most of the members of the Library Credit Union would not be eligible. They would, therefore, be forced to borrow from loan sharks (50-1000%), personal finance companies (20 to 42%), Morris Plan (18 to 23%), or from friends.

There are two advantages in the use of the plan, to the borrower. In the first place, it is conducted along business lines. The borrower gives, in his application, the names of three guarantors, so that both he and the Union are fully protected for the amount that he seeks. And he pays it back, with the interest, in regular monthly instalments in a systematic way. However, many reasons of money needs have the larger human phase which strict business calculation could not meet but which can be handled effectively by the cooperative spirit which controls such an organization. The Credit Committee passes on all requests for loans, and it is its business to investigate the applicant's need, his ability to repay,—and, perhaps, even to suggest a better method of handling his particular credit problem. This committee knows the problems of its members and is in a position to understand the real situation; they know the character of the applicant and, by having this intimate knowledge, are able

¹ For a "Borrowers Guide" see *The Survey*, Nov., 1930, p. 124.

to protect the Union, as well, from making inferior loans.

The variety of purposes for which the money is borrowed is great. They are the obvious needs—school tuition, doctor bills, etc.—which are always present in group problems, and one type, perhaps of as great importance, is the loan to the borrower so that he can repay a number of small but annoying debts and thereby consolidate them into one loan. But not all loans are made to meet distress needs, as the following tabulation of some two hundred transactions, ranging from \$10 to \$400, will show:

Tuition (college, library school, and study abroad)	39
Medical	29
Consolidation of Debts	27
Clothing	23
Aid to Others (Members of Family, Friends)	21
Vacation and Travel	14
Taxes and Assessments	11
To Effect Savings due to Cash Payment	11
Mortgage Payments	9
Dental	9
Household Improvement and Running Expenses	9
Insurance	9
Moving	8
Home Alterations	6
Interest Payments	6
A.L.A. Attendance	1

The general business of the Library Credit Union is conducted by a board of directors who determines its policies and procedures. All of this is very closely coordinated with the best results of credit union experience, as worked out in older unions. The board also determines the rate of interest that can be paid after the necessary expenses of the Union's operation have been met. However, the board does not work to the exclusion of the wishes of the investors. At all

general meetings, each share holder is represented by one vote, thus giving the smallest as much voice as the largest. This very real democratic control determines who shall be on the board, the credit committee, and the supervisory committee. It must also be remembered that the activity of the Union is not only checked by its self-constituted supervisory committee, but also by the state banking department, thus insuring correct procedure and the proper handling of all funds.

From the investment viewpoint, the Union supplies a very desirable plan; it provides an ideal institution for the adequate handling of savings of its members. In New York, banks with state charters accept credit union funds as preferred deposits, thereby securing for the organization members a safety which can be obtained in no other financial institution. The return on the investment is also considerably higher in an active, well conducted credit union than in an ordinary savings bank. The Library Credit Union in its first year of operation was able to pay all operating expenses and to declare a dividend of 6%, on December 31, 1932.

From the above, it can be plainly seen that there has been built up by the library employees of the three systems, themselves, a miniature bank whose function it is to handle in as humane a way as possible their own small loan needs and to afford at the same time an adequate repository for savings at a desirable rate of interest with the utmost safety. In the brief course of a year and a quarter, there has been developed a smooth working organization capable of issuing loans at the rate of \$500 a week and of recording accurately the hundreds of transactions that occur monthly.

The Lake Isle Of Innisfree

I will arise and go now, and go to Innisfree,
And a small cabin build there, of clay and wattles made;
Nine bean rows will I have there, a hive for the honey bee,
And live alone in the bee-loud glade.

And I shall have some peace there, for peace comes dropping slow,
Dropping from the veils of the morning to where the cricket sings;
There midnight's all a glimmer, and noon a purple glow,
And evening full of the linnet's wings.

I will arise and go now, for always, night and day,
I hear lake-water lapping with low sounds by the shore;
While I stand on the roadway, or on the pavements gray,
I hear it in the deep heart's core.

—WILLIAM BUTLER YEATS.

The Merits And Weaknesses Of Library School Training

As Seen By Recent Graduates ¹

THE SECOND year of an intensive study of present library school training undertaken by the Junior Members Round Table, a group of younger members of the American Library Association, is completed. The preliminary report, discussed at the New Orleans meeting, has now been supplemented by a more comprehensive study based on findings from practically every library school in the country.

Last fall a set of questions designed to afford freedom of expression on definite points was sent to outstanding graduates. The selection of graduates was made from lists of prominent students submitted by directors of library schools, and officers of each class. Fine cooperation was received from library school directors. Catalogs and student lists submitted by them were most helpful. At the same time, through the cooperation of the editors of *THE LIBRARY JOURNAL* and the *A.L.A. Bulletin*, the questionnaire appeared in their columns.

The replies—seventy-seven in all—were not received in proportion to the schools' enrollment. For some reason, either lack of articulateness, lack of professional interest, or else satisfaction on the part of its alumnae with the school as it is, some were represented by a small number of replies. Graduates of others, with clear ideas of what their school provided or needed, returned straightforward, comprehensive answers with considered suggestions for improvement.

This report is a brief summary of those replies. Excerpts which showed the most typical reactions have been included here. Limitations of space prevent the inclusion of the entire number, but a wealth of interesting and suggestive data has been assembled and it is hoped may be presented in greater detail elsewhere.

1. From your experience as a fellow student, what qualifications in education, training and temperament should library students possess for progressive class work? How should the aptitude of a prospective library school student be determined?

Since the great majority were B. A.'s, they inclined to favor a Bachelor's Degree before entrance, although 25 per cent merely stated a "cultural background." The great majority felt that some experience was essential for easily understanding the terminology and the problems to

be approached. In discussing qualifications of temperament, adaptability, sense of humor, interest in people, intelligence and calm temper were those most often noted. Many believed that determination of fitness is secured by consideration of previous college record and a personal interview. Recommendations from librarians under whom the applicant gained his initial experience were considered helpful, if unbiased.

EDUCATION

"I consider a college education highly desirable for a library school student, but not absolutely necessary."

"Qualifications: a college education except in exceptional cases, a year's library experience so they will know if they really desire the work."

"Education—general all-round cultural background with special emphasis upon the literary and historical significance of events and characters. College degree not necessary for proficiency as librarian if one's education has been consistently followed through progressive stages."

LIBRARY TRAINING

"Training—I feel that no scale of judgment can give so accurate a measure of a student's probable success in library work as previous experience. The qualities of temperament and cultural background to which college grades give no index, the adaptability of a student and her probable suitability for the work can often be determined by the librarian under whom she has her preliminary experience."

"Experience relieves the library school student of at least part of the initial agony of acquiring a knowledge of new tools, a new vocabulary, new concepts and new skill simultaneously."

"To my mind a student with no previous library training is infinitely preferable to one whose experience has biased her and made her less flexible. An intelligent novice is always more adaptable and teachable."

MENTAL QUALIFICATIONS

"Adjustable; quick to size up a situation; good mixer; accurate."

"As for temperament, as little as possible. A predominating sense of humor, intelligence applied, a sense of initiative, common sense, capable of being benefited by criticism, neatness, thoroughness, and a capacity for sustained and independent work."

"I am so old fashioned I think they should be

¹ Summary prepared by Helen T. Ziegler, Lois C. Bailey, and Mildred C. Clapp, Chairman, A.L.A. Junior Members Round Table Committee on Study of Library School Training.

book lovers. And I'm bromidic enough to repeat the time-worn necessities of tact, interest in people, etc. It finally comes to this. If a person can maintain the respect of a scholar and at the same time win the confidence of the unlettered, she is ideally fitted for library school training."

The chief qualification for anyone in library work is very definitely, in my opinion, a high degree of intelligence. Lacking this, no amount of 'sweet personality' or 'love of books' will make anyone a credit to the profession, and having it, any type of individual should be able to succeed in some phase of librarianship."

DETERMINATION OF APTITUDE

"The aptitude of a prospective library school student can best be determined by a study of the student's college record and a personal interview with the student. . . . I would deplore the introduction of tests and measures into the selection of students for library schools."

"Since discrimination is being used in selecting students, much the same method should be used as is customary in hiring an applicant for a position. I do not believe in entrance examinations."

"Determination of aptitude—by a scientific aptitude test, possibly. Much can be determined by personal interviews, if such are possible. By a careful study of undergraduate activities."

"Her aptitude for library work could best be determined by the frank report of someone for whom she had already done such work. Lacking that report her aptitude might be judged on the results of standardized tests of her information and her personality."

2. In your library school, what qualities in the faculty were most conspicuous, and in what way did their experience affect their teaching?

Many felt that their faculty had been well prepared through their diversified experience and natural temperament to prepare prospective librarians for their work in a well rounded manner. Others, however, believed their teaching could be made more practical, broad and inspirational through varied experience and study.

"Higher degrees were rather scarce among the members of the faculty, but in some cases this was counter-balanced by a background of experience and scholarship. In a few cases, lack of practical experience on the part of the teacher proved a serious handicap. In other cases, lack of teaching ability was an insuperable obstacle. This was too often linked with inability to organize the subject matter."

"No one quality could be said to predominate among the teachers. There was no question as to the thorough professional ability of the staff, but there was much difference in their outlook on the profession in general. Only three or four

of the teachers showed a broad interest in librarianship in general."

"One thing that I objected to was the utter absorption in the library and library world by some instructors. Those instructors with the more recent experience seem to bring some intangible quality of vigor, freshness and inspiration with them that the others lacked."

"They knew their subjects very well, but were unable to get these subjects across to the student successfully, or with as much enthusiasm as they might have done."

"Some have the idea that the student must acquire a certain number of facts during the year or the whole year will be wasted. So they proceed to have them memorize and memorize without making a contact between the study and its use in the future."

"It was the more highly cultured members of the staff that usually stressed the broader implications of library science, and the less cultured usually insisted upon the traditional methods."

"I think we had a very able faculty group interested in the general development of librarians rather than the creation of specialists in their own particular field. The fact that the school was run as a unit with emphasis on the training as a whole instead of on the separate course-units seemed admirable to me."

"I noted that those who used illustrations from their own experience not only impressed their instruction more deeply but were more entertaining in the process—a minor blessing, but treasured in library school. I should say that academic knowledge is no substitute for experience in a library school teacher, if merely because of the practical questions which continually arise."

3. In what way could your library course be described for the relative stress laid upon broad principles, technical detail, the relation of details to library work as a whole, quality or quantity of work, development of initiative, or adherence to tradition?

The general stress upon broad principles was apparent, although fully one-third were emphatic in their criticism of the mass of technical detail to be mastered. The emphasis was placed equally upon quantity of work required and its quality. Although some teachers developed initiative in students, just as many felt no encouragement in this direction.

"We had a variety of speakers and department heads who talked quite frankly of library problems and policies and gave us the idea that ways could differ and still be good. . . . They also impressed upon us a properly humble conception of the benefits of library school training and reminded us that it was hardly wise to speak too often of 'trained' librarians, as most of the

advance and history of the library movement has been made by men and women who had never seen a library school, a reminder which I think we occasionally need to remember in this day of 'Higher Education.'"

"There was a total absence of devotion to tradition, as such, but it was assumed that we who were just going into library work had better become acquainted with things as they were before attempting innovations whose results might be far different from the object intended."

"As to the broad principles, we were given to suspect they were ever present but the detail often obscured them. The relationship of the detail was not properly integrated in the organized classes."

"Initiative is desirable, yet some library schools retain many cumbersome traditional practices and courses, and discourage the voicing of any desires for improvement."

"Grades were so much higher when technical detail was correct that it was necessary always to pay close attention to this factor. Thus the broad principles were frequently pushed to the background."

"In general I feel details were over-emphasized. Giving a knowledge of mechanical procedure at various libraries is good, but the broad principles should always be paramount. If principles were stressed more heavily I feel we could all be less inclined to follow slavishly established formulas and we would be stimulated to develop new and perhaps less cumbersome methods."

"Development of initiative—one of the school's strongest points. Individual work and originality rated almost as high as accuracy."

"No adherence to tradition as regards library technique. Sacredness of profession and omniscience of its leaders rather overworked."

"Educational methods were used that had long ago been discarded by educators. Instead of any new and dynamic influence being introduced into the school, the whole atmosphere was static; old ideas, old methods, old details were used."

"Stress more on broad principles, with technical details to be dictated by policy of library. The details were important but not the most important things in library work."

4. How does question 3 apply to specific courses: cataloging and classification, reference, bibliography, administration, book selection?

Approximately two-thirds of those answering felt that cataloging and classification were well handled. The reverse of this was true in connection with reference work. Half felt that administration courses were overloaded with detail, although others considered that broad principles were featured there. Book selection ranked with cataloging in substantial approval.

CATALOGING & CLASSIFICATION

"Cataloging and classification are of great value in fostering accuracy and in acquainting one with bibliographical notation and detail. The detail is almost undiluted."

"There seems to be an urgent need for simplification of cataloging rules, without sacrifice of accuracy and adequacy."

"The point of view of the public was always emphasized so that books would be readily accessible and would receive the greatest possible use through a well made catalog and a simple classification."

"I studied the Dewey classification in library school and have been classifying by Library of Congress ever since. The principles have held remarkably well. Our work in subject headings had a particularly clean cut and logical basis."

"Cataloging and classification—broad principles were mentioned but the detail was made so much more important that principles were lost."

REFERENCE & BIBLIOGRAPHY

"The reference course was conducted along the same lines month after month. It did not develop our initiative nearly enough."

"In reference we sometimes felt that too much stress was laid on detail, such as learning the arrangement in great detail of some reference books. But in the main the course was helpful."

"Reference is the course in which the principles were least emphasized. It was chiefly a question of learning the contents of certain books and how to decide where to look for answers to questions."

"Reference and bibliography—the 'where would you look first for' question developed a keen, discriminating attitude of mind in the use of reference books."

"Bibliography—course too crowded into short time, too hurried but a wealth of technical information was there if you could keep up with the notes."

"Bibliography—too much stress laid on small details, such as the placing of a period and the indentation of the title on the second line."

"Bibliography—memory work and details very great, with no relation to the course as a whole. . . . Exhaustive bibliographies, I have since found, lose their value in their great length and many short selective ones are much more useful."

BOOK SELECTION

"Stress laid on technical detail, in that as many books as possible were mentioned or reviewed. . . . Initiative encouraged, as well as original thinking. Very much *against* tradition except where it had been tried and found infallible."

"While detailed, yet the relation to the work as a whole was constantly stressed. This made

the course very valuable, initiative was encouraged."

"Book selection was perhaps the most well rounded course we had, both from the theoretical and practical viewpoints."

"Book selection—principles were too broad. There was no settled rule or ground of action. . . . Too much unnecessary detail. Quality of work was fair but lack of organization was detrimental. No set policy. Subject to change at any time."

"Book selection was very pleasant and entertaining, but in no way a practical course. We were amused, which is very nice, but not instructed."

ADMINISTRATION

"An ineffective course. More could be accomplished if it were conducted in the seminar manner, thus giving broad principles and less stress on details, and certainly taking less of the students' time listening to hour after hour of inconsequential discussion."

"The course I feel absolutely necessary for it served to link all the other courses together and it was the only course which viewed library work as a whole instead of in one particular field."

"In this course I believe, is the logical place for broad principles of library work as a whole to be stressed. Instead we learned details of various charging systems, makes of furniture, and equipment for buildings, etc."

"From the viewpoint of a great many of us, this was the most unsatisfactory course we had. Vagueness and lack of a definite purpose seemed to be the outstanding characteristics."

"Administration courses included a great deal of outside reading, which I think it ought to have. I have never administered, either before or after library school training, but I still think I could do a good job of it."

5. What courses were optional? Which ones do you consider were necessary?

Comparatively few mentioned optional courses as part of their work. The subjects given were in the main considered necessary although many felt that children's work, story-telling, advanced cataloging and classification, etc., should be considered optional.

"The most useless and unnecessary course was that devoted to children's work. This was included as part of our library administrative course. . . . The instructor, instead of giving the function and importance of the Children's Department and consideration of this type of library activity from the administrator's standpoint, gave us a lot of silly detail."

"I think it is unnecessary to teach so many details of public library administration, finances,

etc. Few graduates step into the 'job' of head librarian of a public library."

"Children's work and literature should not, I believe, be required of everyone. It is not only of no profit to those who know they will never use it, but definitely irritating."

"I wonder if there will ever be library schools to train university librarians only? And yet, though I was frankly unsatisfied by the little scrappy courses given by specialists in the field, e.g., special libraries, high school, children's, county, etc., I would not like to be without the perspective they gave me."

"I would like to see a full course for 'Public Relations.' Whether a student eventually goes to a city, village, county or state library, it is important that he have an understanding of the practical side of government: presenting budgets, maintaining workable relations with the city administration offices, as well as relations with the populace as a whole."

"I should like to see a first year library course leading to the master's degree, planned for persons of successful experience and sufficient intelligence, with courses planned to eliminate the 'waste motions' endured at present."

6. Did your practice work satisfactorily supplement your library training?

Practice work satisfied many students because it supplemented their previous experience, gave those who had no experience a greater insight into the work, produced confidence in everyone, and crystallized the broad principles which had been taught in school. Many felt that a better distribution of the time should be made and more care taken in planning the practice work.

"The two weeks actual practice work did more to bring out the broad principles than any of the courses. I would prefer a course where actual practice work is done during the entire course. However, it would seem necessary to demand less class work if this arrangement were followed."

"The value of practice work seems to lie not so much in the addition it makes to technical equipment as in the shift of emphasis from theory to practice. It also gives the library school administration an important check on the rating of its students."

"We just slipped books and otherwise helped with the afternoon rush at the various branch libraries."

"Practice work was not required of any of us. I think this is a serious mistake. Teachers are required to have a required number of hours of practice teaching before they are granted a credential. The same requirement should be expected of librarians and it should be the responsibility of the Library School to arrange for such practice work."

"Practice work at my school was very slight, and is the one feature which should have been improved. . . . A library school really needs a small library of its own to run for practice, a real public library branch in which the students would spend a certain number of hours each week, throughout the entire year of training.

. . . Library work can only be taught by a wise combination of class teaching and real practice work. The fact that most schools are now too big to do the latter is only one more reason why they should reduce the number of students."

7. In a questionnaire for library school directors on their development of library school training, what questions would you like to see included?

Great interest in this question was focused on the limitation of enrollment and selection of students. The subject of teaching methods, aims of the school, the requirements which the faculty must meet in order to teach, and methods used in keeping in touch with alumnae were also questioned.

"Do librarians in general take an interest in the training of the younger members of the profession and offer suggestions as to the organization of the schools? Do they report the weaknesses of recent graduates, suggest remedies, etc.? Are there any influences on the form and content of the courses other than the views of the faculty? How do the teaching librarians keep in touch with the needs of the active librarians?"

"Is the class considered as a unit having one need and one definite purpose, or are the students considered as individuals having diverse needs and inclinations? Has the time necessary for the preparation of assignments in each course been estimated in order that the preparation of assignments in one course will not require a disproportionate amount of time?"

"Why so much detail? It is never remembered more than a few weeks at best and is costly in time and energy beyond estimate during the library school course."

"Are you encouraging prospective librarians to study and not spend too much time working in libraries during college?"

"Beyond the basic courses in fundamental subjects, is there opportunity for students to choose

courses for specialization in various specific types of work such as school libraries, business libraries, or college libraries?"

"Do you have any definite *teaching* requirements for your teachers? Is their knowledge of librarianship considered as sufficient to qualify them as a teacher?"

"Does the faculty of your school keep up merely an academic contact with the profession through periodicals, etc., or do the members regularly absent themselves from the school for a year and return to actual library work?"

"There has been a feeling that library schools are not contributing to the development of libraries but instead are relying on developments coming from the profession itself. Would it not be well to maintain a small circulating library under school control but open to the citizens at large?—This library to be not a laboratory for students, but instead *one for the faculty*?"

"How are you coping with the problem of oversupply of trained librarians? How can you limit the number of your students, and still maintain the financial support for your school?"

"Do you actually refuse entrance because of lack of aptitude, or do you justify that deficiency on some other grounds?"

"How are applicants selected? Have you any medical examination or aptitude testing methods? Are any methods taken to determine applicants' mental health?"

"Should library school directors attempt an investigation of every graduating class after two years in library work, asking for a frank discussion of how library school had or had not adequately prepared them for practical work?"

"Newspaper publicity is very important today. Just how much time are you giving to the teaching of this subject?"

"Do you teach your students how to make the necessary contacts with the business world which at present seems to hold the fate of future library work in its hands?"

"If you were asked by the administration to revise your curricula and reduce courses offered by 25 per cent, how would you evaluate and eliminate content or courses?"

The Right To Work

Man must work. That is certain as the sun. But he may work grudgingly or he may work gratefully; he may work as a man, or he may work as a machine. There is no work so rude, that he may not exalt it; no work so impassive, that he may not breathe a soul into it; no work so dull that he may not enliven it.

—HENRY GILES.

THE LIBRARY JOURNAL

July, 1933

Editorials

NINE HUNDRED and six conventions are scheduled to meet in Chicago during the June to November period of A Century of Progress, according to the *Chicago Tribune*. The American Library Association has met in Chicago only once before, forty years ago, at the time of the World's Fair in 1893, and at that time had a banner attendance of 311, the largest in the history of the Association. The increase in membership during these forty years has been most gratifying, numbering over 13,000 at the beginning of 1933, and the October Conference, a joint meeting with eight other national organizations, should again outnumber all meetings of the Association.

ALTHOUGH the Conference is scheduled to open formally on October 16, many librarians will wish to be present at the pre-conference Publicity Institute arranged for the previous Saturday at which a panel comprised of representatives of public libraries interested in publicity, a state library representative, a library trustee, and a public administrator will discuss the much mooted question of financial support for libraries and how it can be obtained. General sessions scheduling such speakers as Jane Addams of Hull House and Howard Mumford, professor of English at the University of Michigan, for Friday and Frederick P. Keppel, president of the Carnegie Corporation of New York, for Saturday, should persuade librarians to remain for the entire week of the conference. Fortunately the number of sections or round-table groups planning to gather has been cut down to twenty-five for there will be so many outside attractions at this meeting that if the number of separate meetings totaled as high as 77, not inclusive of luncheon and dinner meetings as were scheduled at the Washington Conference in 1929, there would be danger of either complete exhaustion on the part of representatives before the week was nearly over or a falling off in attendance at group meetings because of the magnetic attraction of the unfolding of the American scene in infinite variety at the Exposition.

NOBODY knows how many "deserving Democrats" and how many wicked Republicans are on the staff of the Library of Congress any more than what is the proportion among the users of that great national institution. In the full generation since Herbert Putnam was appointed Librarian, the Library has grown alike in quantity of volumes and quality of service year by year through the simple process of obtaining those best fitted for the work without thought of political affiliations. This policy has been approved and maintained throughout administrations of both National Parties and is the solid foundation on which Dr. Putnam has builded. Happily the Congress has respected this feature in the conduct of its Library and those members, especially new members, who have desired to find a job for a constituent have recognized that their candidate might be a misfit when they are shown what the Library work means. Just now the political appetite for spoils is whetted and the eyes of many spoilsmen have been glancing in the direction of the Library. This fundamental principle cannot be abandoned and it is hoped that President Roosevelt, who has reason to know what the Library means, will not yield to party clamor but will firmly protect what has now become the greatest of all National Libraries and is acknowledged the world over as a great international as well as National institution.

AN IMMEDIATE and happy result in the library field from the Industrial Recovery Act will be the early completion of the Library of Congress annex on which work can be started at once and pushed through so that the annex may be promptly in full effectiveness. Such relief for the building, which was new less than forty years ago and then seemed adequate even to the most imaginative prophet, has been needed for more than a decade and this early provision for it by congressional authorization and now by administrative act will indeed be a boon. Where our national library, with its many inclusions such as the Copyright Office, will stop growing is quite beyond imagination, but the present provision should cover its needs during the life of most men now living.

IN CONTRAST with this quick work is the record of the Central Library building for the Brooklyn Public Library, which now has been dragging along for nearly a quarter of a century and has become a public scandal and a "white elephant," as the investigator for the *World Telegram* recently classed it. This is a self-liquidating enterprise not in money but in public service and possibly an appropriation from the national fund may be feasible if asked for. Two statements of the *World Telegram* writer give serious misapprehension of the plans for the

Central building. Though there is a monumental stairway from the entrance in the central pavilion to the upper stories, the public will have access on street level to elevators which will be at their service before the stairway is reached. The change of marble referred to is a curious episode. The original architect had a fancy for fancy marbles and on revision of the plans it proved feasible to save two million dollars on the cost of the entire structure by replacing the marble originally designated by one which was authoritatively pronounced to be really better for the purpose. It is to be hoped that Brooklyn may within reasonable time be redeemed from the scandal of this investment of municipal money without return for all these years.

PUBLIC libraries all over the country are indeed meeting the challenge of leisure, in spite of limitations of time, staff and resources. In the splendid reports of activities, printed elsewhere in this number, record will be found of exhibits and community cooperation that have been successfully carried out, but it must be remembered that libraries are also supplying the public, to an extent never before known, with vocational material to help them secure and hold positions and recreational reading to release them from their cares. There are untold opportunities, as well as a definite menace, for public libraries in this increased leisure, as Chalmers Hadley wisely points out. If libraries can successfully compete with other activities, as well as indolence, much can be accomplished. In fact, they must win for, if they fail, not only will their own loss be serious, but civilization may be definitely lowered, if not endangered.

TWO EXCELLENT articles by librarians on the subject of Leisure should not be missed in the reading on this subject. Joseph L. Wheeler presented a paper on "Leisure Time Interests and the Library" before the annual conference of the American Federation of Art, held in Washington in May last year, which was later, in August, printed in *School and Society*. He believes that curiosity is one of the greatest stimuli for the profitable use of leisure in that it interests people in new subjects, and that enthusiasm plays a large part in forwarding these projects. In the *Proceedings of the First International Recreation Congress*, held in Los Angeles in June of last year, a paper by Everett Perry describes some of the recreational projects of the Public Library. With an increase of a million and a half books borrowed during 1932, he concludes that men and women are employing their leisure time in cultivating a better knowledge of literature, art, music, and sculpture. Milwaukee, Wisconsin, proved this point by comparing circulation statistics from January to May this year with those of the same months during

1929. There was in this Library a tremendous increase in non-fiction readers; the circulation of social science books increased 111.8 per cent, while that in the Music and Art Department increased as high as 123.4 per cent. Certainly the public library is finding new and effective ways to stimulate profitable use of leisure time.

A PREDICTION that book buying was giving way so swiftly to book borrowing that the public libraries would eventually take the place of book stores in the distribution of literature was made at the Briar Cliff meeting of the New York Library Association by Joseph W. Lippincott, Philadelphia publisher. If, as Mr. Lippincott stated and as we well know from library reports, the depression has fostered the habit of borrowing books from libraries, is it not possible that the habit of reading as well as borrowing will have become so well established that, as Gamaliel Bradford expresses in his *Intimate Journal*, "the love of touching them, of having them about me will last and grow as long as I have fingers and a soul"? True, it is hard to capture a feeling of permanence in a city apartment, but the instinct to surround one's self with books is so closely interlocked with the love of reading that it is difficult to understand how it will ever be possible to withstand the desire to own books, great books filled with wisdom and understanding.

THE NEW YORK Public Library led the way in 1931 in establishing a Library Credit Union which would enable staff members to save systematically and take care of their personal credit problems. In February, 1932, they wisely presented the plan to the United Staff Associations of New York, Brooklyn, and Queens, in order to enlarge the benefiting group and it has become so effective and popular that, at the end of May this year, the organization not only had a sum of over \$8,000 available for staff borrowing but money had been loaned, at 1 per cent interest, for needs ranging from doctor bills to travel. Chicago organized a similar plan, based on the New York experience, in January of this year when a group of twenty staff members committed themselves to an initial purchase of at least one \$5 share of stock under a managing board of fifteen. This cooperative association, operating under state law and successfully carried out in other local groups of varying sizes, deserves promotion in other library systems. It is to be hoped that, now the plan has been worked out so successfully in two large systems, some place can be given to its discussion on the Chicago program. If there is not time at a general gathering, then perhaps at some individual or special meeting librarians can have an opportunity to learn more about this much-needed way to help staff members.

The Libraries Meet The Challenge Of Leisure

Nashville, Tennessee

THE MAY 15 issue contains many excellent suggestions and I feel sure that a library can find something to do along some of the lines suggested. It will, of course, not be possible for any one library to carry them all out because of limitations of time, staff and resources. We ourselves are somewhat handicapped this year so that we cannot go out as far as we would like in making further contacts. Nevertheless we have been able to do a few things this spring which I am glad to tell you of in regard to your query as to what we are doing in this wider range of service.

We have featured lists of books in our weekly bulletin tying them up with the selected book lists of American Book Councillor; on March 17 we published a list on Gardening which was entirely supplemental to the Book Councillor list No. 1 and we exhibited these books with the rather striking result that only eight out of eighty-seven failed to circulate that week; on March 31 we featured a list on Wild Flowers; leading up to the list on Sports which was the main topic in our Bulletin for May 12 and was supplemental to the book list No. 3, we issued on April 14 a list on Baseball and on May 5 one on Golf.

In order to promote reading during the summer our Children's Department has prepared four lists of about eighteen and twenty titles for distribution to the Boy Scouts, the Girl Scouts, the Girl Reserves, and the Nashville Boys Club. These have been placed in the hands of the members of these organizations throughout the city. We are also placing deposits of books in the two summer camps fostered by the Y.M.C.A. and Y.W.C.A. We have not attempted the organization of a book club nor are we able to carry books into the playgrounds and parks as we should like to do if we had more resources.

—F. K. W. DRURY,

Librarian, Carnegie Library of Nashville, Tenn.

Ann Arbor, Michigan

I HAVE just accepted an invitation to act on the Advisory Committee of Ann Arbor Vacation Recreation Association for the second year of its program. This Association had a very success-

ful year last summer with its recreational program. I quote from a statement defining the general purposes of the committee:

"The Executive Committee of the Ann Arbor Vacation Recreation Association has appointed a group of advisers consisting of representatives or organizations interested in promoting the well-being of the boys and girls of our community. These advisers will be expected to assist the Executive Committee in its efforts to coordinate the activities of various local groups sponsoring educational and recreational programs for children during vacation periods."

I am glad to add this invitation came unsolicited which implies that the Association realizes the importance of the library in its program. Through our connection, we will be able to get front page publicity for our reading lists for children and adults, the story hour to be conducted on the playgrounds at which time we always get in a "stroke" for reading. We really do not need any summer publicity as for the past four years the circulation in our adult department has been higher in July and August than any other month during the year. Yet we are glad for this opportunity of cooperation.

—FRANCES A. HANNUM,

Librarian, Ann Arbor, Mich., Public Library.

Louisville, Kentucky

IN MY opinion the leisure-time program which THE LIBRARY JOURNAL is fostering strikes the most vital immediate problem confronting libraries today, that is the relating of library services to other kinds of community services, particularly leisure-time activities, and planning for the future in direct and constant cooperation with other institutions and agencies offering related services.

The Chapel Hill Conference early in April focused this problem as far as the South is concerned, and in Louisville there are going on at present at least two distinct cooperative projects of this sort, one inaugurated by the city-wide Recreational Council and the other by the State Committee of the Whitehouse Conference, and each blossoming into a number of smaller planning bodies on a basis of specialized interests, that is subject or neighborhood.

We are making a special effort to tie the public library in with all this planning activity, being convinced that the future holds in store many changed conditions and many new opportunities that directly affect the library, and that

the present period of so-called social planning is of crucial importance to the future of library service.

The profession is under a debt of gratitude to THE LIBRARY JOURNAL for helping to find the way.

—HAROLD F. BRIGHAM,
Librarian, Louisville, Ky., Free Public Library.

Chattanooga, Tennessee

THE LEISURE time program of THE LIBRARY JOURNAL was so full of ideas I have been lured out of doors when I should have been in, pondering over budgets. The three subjects "Leisure Time," "Avocation," and "Vocation," are timely and in keeping with the new order of things. I like your plan.

In this wider range of service, community planning, group contacts, and the Tennessee River Valley development program have been written into our library objectives last year and this year. Library teas were sponsored by the Library and the University of Chattanooga, at the University, for teacher-librarians. The lecturer was a librarian or professor from the University of Chattanooga. Discussion followed topics and invitations were sent to some of the nearby interested volunteer librarians at Graysville and Dayton, Tennessee, and to the library field agent at Nashville, as well as to all our county group. This year, the Junior League and the Library gave cooperative lectures for their group and the county teacher-librarians, in Junior League club rooms. The lecturers were book representatives, and the topics chosen were "Drama for Children," and "The Making of Books." One of these is planned for the Lookout Mountain Branch of the Public Library. At Tyner, about twenty miles away, at a county branch library, the summer library program on library days includes story hour for children, reading and rehearsals of plays for boys and girls, and book discussion round tables for the grown-ups.

Now for the future. I dream of the acquiring of Williams Island, in the Tennessee River, not far from here, the site of an Indian village, for a Cherokee museum and library where all the Ross collection could be housed, and for an arboretum growing most of the trees described by Dr. Thomas Walker in his tour through this country in 1750. Such a plan, I believe, would be in keeping with the Tennessee River Valley development program along cultural lines, and it would make use of the River for recreational purposes. These are the things that help me soar when figures keep me bound fast to a desk.

—NORA CRIMMINS,
Librarian, Chattanooga, Tenn., Public Library.

St. Louis, Missouri

THIS LIBRARY has not found it necessary to organize any particular department of work or to specialize in any way in order to meet the demands upon it due to enforced leisure on the part of so many readers. These demands are quite evident, of course, and we do all that we can to comply with them and to use them for increasing and improving intellectual activity. But so far as we can see, the machinery that we have already at hand is sufficient to do all this and we have no reason to be dissatisfied with the result.

Some of it has been obtained by simply aiding individuals or associations who are interested in this sort of thing. I may give as an example the "Leisure Time Classes" which have been held during the winter at our Central Library and at one branch. The teachers in these courses give their services and only persons actually out of employment are encouraged to attend but we hear on all sides words of commendation for what they have accomplished and it embarrasses us somewhat to find that the Library is given credit for organizing and maintaining the classes, whereas the only credit we deserve is for giving them house room. I am a member of the governing board of the informal association that has done this work but the use of my name and an occasional bit of advice is really all that I have contributed.

It has always seemed to me that by seeking out groups of people who are anxious to do something worth while and giving them aid and encouragement is quite as effective a way of getting things done as to start afresh with a new organization for the purpose. We have already plenty of organizations for all sorts of things. They will contribute enthusiasm and activity if they can only be helped in a material way.

This is just one phase of the subject, but as it is one that I have generally found to be neglected or overlooked, I mention it to the exclusion of much that will doubtless be treated by others.

—ARTHUR E. BOSTWICK,
Librarian, St. Louis, Mo., Public Library.

Portland, Oregon

THREE cheers for THE LIBRARY JOURNAL Recreational program and all strength to you! It's a fine idea. Every library should be in possession of the facts about all organizations which emphasize the utilization of leisure time because practically every recreational, vocational or avo-

cational activity is based upon books. If libraries cannot make people see that reading is the very best of all leisure time activities (and I suppose this is a pretty big order!) they can at least gather and make known books which will help their fellow citizens become better gardeners or weavers or musicians or radio announcers, and goodness knows we need better ones. If these organizations do not naturally come to libraries, then something is wrong with us and we must be ready to go to them with our wares.

In Portland we have emphasized the study of French and German by series of informal talks in these tongues and we have done a great deal of work with young people through the Free Time classes which have met with us. In the fall we hope to have various informal talks tied up with books on the various methods of utilizing spare time. This is, of course, in addition to the constantly growing work we are doing through our Reader's Adviser.

—ANNE M. MULHERON,
Librarian, Library Association of Portland, Ore.

Los Angeles, California

IN A paper entitled "Literary Activities in a Recreation Program; Cooperation between Libraries and Playgrounds" presented before the First International Recreation Congress held in Los Angeles, California, June 23-29, 1932, Mr. Everett R. Perry described some of the recreational projects of the Los Angeles Public Library. A summary of the projects follow:

"The Los Angeles Public Library had an increase of one million and a half in books borrowed during 1932. Readers are preparing themselves for future opportunities. Leisure is fostering a raise for culture with little lagging. Men and women have employed their time-freedom into cultivation of a better knowledge of literature, art, music, architecture or sculpture. Thirty-five per cent increase in circulation of fine arts during past three years. Fiction circulation during 1932 ran over six million.

"One hundred people monthly register for the course in 'Reading With a Purpose' and report pleasure in pursuing it. And as leisure is teaching people to 'Read with a Purpose,' it is also teaching them to 'Listen with a Purpose.' Free lectures and radio talks follow up with reading.

"A yearly program of free lectures on educational, cultural, and civic subjects was given almost every evening for a nine-month period. These lectures include series on philosophy, art, music, literature, four series in foreign languages, talks on economics, on popular science and new books. They are made possible through cooperation of professors from local universities and

colleges, and civic leaders. They are attended by one hundred thousand people yearly.

"Leisure has turned readers to the more practical books which may aid in changing an avocation or hobby into a profit-making venture and possibly a bread and butter vocation. Hobbies, generally recognized as healthy and desirable, not only serve as time spenders but also bring inspiration and renew one's faith in ability to do things. The Library aids in 'collecting of knowledge' and in 'collecting of things' the Library offers assistance in information relating to the evaluation of objects. In making of things, books on 'how to do it' are supplied. A Hobby Meeting was held in the Library where exhibit of things made through the assistance of books found in the Library was displayed. In the field of hobbies, as in the field of sports, games and other activities, the Library finds pleasant and profitable cooperation with the Recreation and Playground Departments. Library helps by: Providing books to groups and individuals; participates in festival programs; and distributes publicity information about activities in playgrounds, camps, or beaches.

"Librarians and playground directors serve on committees which correlate the interests of the two departments. For example:

"(1) Home Play Activity Committee fostering games and sports in back yards and encouraging reading around the family table.

"(2) Recreational Reading Committee inaugurated by Library, which includes in its membership playground directors, leaders of boys and girls organizations, book-store buyers of young people's books, club women, etc.

"(3) The cooperation of the Library and Recreation Department may be illustrated through the activities of a community library in connection with the programs of adjoining community playgrounds. The librarian of the Malabar Branch was situated close to the Wabash Playground. She assisted in making community contacts as well as providing books, and offered the library club rooms and grounds for festival occasions. Displays in connection with programs to be featured by the Playgrounds were made. The Library lawn was offered in playground entertainments, at which time the librarian often was asked to conduct a story hour for the children and give a book talk to the adults."

Milwaukee, Wisconsin

I AM much interested in the leisure-time program that THE LIBRARY JOURNAL is fostering. If there is anything certain in this changing world it is the principle that the human race is going to have more and more leisure, and that

if the library is to continue as a factor in this changing world we must take note of this prospect.

I wonder if you would not be interested in a little survey I have made of the circulation to adults from the main library building in Milwaukee comparing the circulation from January 1 to May 1, 1929 with the circulation to adults in the main library from January 1 to May 1, 1933. Fiction circulation increased 51.5 per cent but non-fiction reading increased at a much higher ratio. Belles lettres increased 52.3 per cent, natural sciences increased 79.7 per cent, certain unclassified collections including philosophy and religion increased 88.5 per cent, the circulation in the social sciences increased 111.8 per cent, while the circulation in the Music and Art Department increased 123.4 per cent. It seems to me that all of this indicates that a considerable portion of those with leisure are employing their leisure advantageously.

These increases seem to be the result of a growing demand on the part of the public for books, and it seems significant that the department from which are circulated the cultural and the utilitarian are increasing their circulation much more rapidly than the recreational fiction circulation is increasing.

The best organized special effort we have made has been in connection with the Vocational School in which there are nearly 10,000 enrolled, and in which we operate a branch library. An effort was made to encourage "Reading With a Purpose" and something over 4,500 in attendance at that school have registered as intending to do sequential reading along certain chosen lines. (We have adopted the phrase "R.W.A.P." without confining it to the R.W.A.P. outline.) At first the purpose was to deal only with those in attendance at the Vocational School. It was found, however, that demands were coming in at the branch libraries and methods were arranged so that this movement might be extended by the branch libraries and various departments to those not in attendance at the Vocational School.

—M. S. DUDGEON,

Librarian, Milwaukee, Wis., Public Library.

Cincinnati, Ohio

INCREASED leisure offers both untold opportunities and a definite menace to public libraries. The choice lies, partly at least, with libraries. If they compete successfully with other activities and with indolence, itself, much can be accomplished. If they fail, not only will their own loss be serious, but civilization in this country may be definitely lowered, if not endangered.

Our efforts to encourage thinking and to pro-

vide material for clear thinking will have to share attention with leisured adults who have little practice in this art and many of whom use only their cerebellums.

The need for wider and wiser use of books is generally recognized, and librarians must discover additional and perhaps new methods to get books read. This is not an easy task, and John Cotton Dana's remark that Americans are "ear-minded" rather than "eye-minded" is apparent through "talkies" and radios.

In addition to generally accepted practices, the Cincinnati Public Library has done a few new things and plans for others. One of the very tangible efforts of cooperation this last winter was with the Committee on Opportunities for Recreation, Vocation and Education. This is a privately financed organization with which the librarian and the head of the Circulation Department have ex-officio connections.

Its secretary has office space in the Public Library's main corridor directly opposite the library's Adult Education Department, and the mutual benefits resulting are easily recognized.

This last winter, the library conducted its twentieth annual free lecture course which was largely attended and appreciated. These are of no expense to the library, and next winter it is proposed to have a number of lectures repeated in branch libraries which have auditoriums. The library will be able to extend its influence considerably through this plan, it is thought, by means of newspaper publicity, book displays, and increased book demands.

A series of reviews of popular worth while books are also being planned at meetings in branch library auditoriums next winter. These will be given by the most experienced reviewers and speakers on the library staff. It is planned to have these meetings sponsored by local clubs.

During the last few months, a number of women of leisure, who are associated with the Red Cross, transcribed books into Braille and presented them to the Public Library for its blind readers. There are possibilities in this field of cooperation.

Duplicate book gifts, magazines, and worn books were placed by the Public Library in all Employment Centers conducted by the Cincinnati Welfare Department. This material was not to be returned to the library, which also lent large and gaily colored travel bulletins to these Centers to enliven the surroundings and interest the unemployed.

During the flood last March, when hundreds of homes were under water, the library sent books for adults and children who were marooned temporarily at centers provided by the Welfare Department.

—CHALMERS HADLEY,

Librarian, Cincinnati, Ohio, Public Library.

Contributions Of A. L. I. Fellows - 1932¹

THE PURPOSE of the compilation of the published contributions of the Fellows is to stimulate scholarly production on the part of the Fellows. The three Reports of the Committee on the Encouragement of Research embraced the membership of the library profession. The output was so voluminous that the compiler suggested that the Committee confine itself to the publications of the Fellows, not alone the scholarly works, but all contributions published in periodicals, in books and in any other form. In the first Report for 1927, in which only scholarly contributions were listed, there were twenty-one contributors of whom only five were Fellows; in 1928-9, there were eighty-two including theses for the master degrees of whom ten Fellows were represented. In 1929-30, there were seventeen research problems completed; six of which were credited to members of the Institute. The list for 1931 was compiled on the new basis of limiting contributions to those made by Fellows. This was published in 1932 in *THE LIBRARY JOURNAL* for August. The list of problems in progress and subjects suggested for research were discontinued.

There were ninety-five Fellows in 1931; of whom sixty-three made contributions to the literature of the profession or to the literature of other fields. During 1931-2, the Institute lost six members by death, reducing the number of Fellows to eighty-nine. Eight of the Fellows are emeritus librarians, but some are still active and engaged in consultant and bibliographic work; in fact, five of them are on the list of contributors. Fifty-nine Fellows, or 66 per cent of them, made contributions ranging from brief tributes on the life and character of former librarians to the writing and compiling of books. It may be of interest to know that sixteen Fellows contributing in 1931 were not on the list for 1932 and that fourteen not on the list of 1931 were enrolled in 1932. This is the fifth list compiled since 1928. The names of Cole and Van Hoesen appear on four of the lists; the names of Adams, Bostwick, Koch, Merrill, Severance, Walter and Wroth are on three lists. Annual reports of librarians and reports of committees, many of which require more study and thought than many of the contributions, are not included on the lists.

Tributes to librarians and short sketches of them are rather numerous again this year. Melvil Dewey's name was honored by the pens of

Bostwick, Bowker, Hill, Mann, and Thompson. Craver contributed an appreciation of "Sarah C. N. Bogle"; Hanson wrote on "G. A. Crüwell," and "Haakon Nyhuus in America"; Hazeltine wrote a tribute to the name of "Mrs. Elmendorf"; Lydenberg on "Lewis C. Ledyard"; and Richardson wrote a memorial note on "Edward Berry." Many formal biographical sketches written by Fellows have appeared in volumes of the *Dictionary of American Biography*. Miss Barnett has already contributed nineteen sketches. Other Fellows contributing to this excellent work are: Bostwick, the two Brighams, Butler, Eastman, Hicks, Koopman, Lane, Lydenberg, Meyer, Paltsits, Shearer, Walter, Wallace, L. R. Wilson, and Wroth.

The *Library Quarterly* has featured the reviews of important books. Most of the book reviews by Fellows appeared in its pages. In fact, there were thirty-one reviews recorded; of which twenty were published in the *Library Quarterly*. Butler, again this year, led the list of reviewers with an output of twelve reviews to his credit; Van Hoesen wrote four; Merrill and Wallace, three each; Hanson and Walter, two each; Brown, Dickinson, Dudgeon, Stevens, and Wheeler, one each.

In writing, editing, compiling, and the translating of books, the production has fallen behind that of last year. Koch translated Haaraus's *Assembly of Books*, which was published in Charles Deering Library Booklets for Bibliophiles; Gerould, *The College Library Building*; Hicks, *The Organization and Ethics of the Bench and Bar*; and Stevenson, two books, *House Next Door* and *Villa Aurelia*. Likewise, three addresses were published: Adams, *Dignity of George Washington*; Ashley, *The Vollbehr Incunabula* and *The Book of Books*; and Bay, *George Washington, Citizen and Farmer*. Wallace wrote *The Story of Laura Second* and H. W. Wilson compiled a new edition of his *Bookman's Reading and Tools*. Stevens, an ardent advocate of reprinting useful books, edited Anthony Trollope's *Warden*; and Wallace, McLain's *Notes of Twenty-Five Years Service in the Hudson Bay Territories*. Stevenson added three more books to his series of indexes to poems: *American History in Verse for Boys and Girls*, *Days and Deeds, a Book of Verse for Children's Reading and Speaking*, and *My Country, Poems of History for Young Americans*. Walter's sixth edition of *Periodicals for the Small Library* appeared in 1932.

Butler, Greene, and Winship are contributing editors of *The Colophon*; Bowker edits *THE LIBRARY JOURNAL*; Bostwick continues editing the Science section of the *Literary Digest*; Locke is one of the editors of the *Canadian Historical Review*; Butler, Hanson, and Van Hoesen are

¹ Harry C. Bauer, Head of the Circulation Department, University of Missouri Library, compiled the list of contributions of the Fellows for 1932.

associate editors of the *Library Quarterly*; and Bostwick and Dickinson are editor and managing editor respectively of Doubleday's *Encyclopaedia*.

The periodicals in which the contributions have appeared may be classed as fourteen professional journals and eighteen non-professional. This indicates a wide range of interests. The American Library Association *Bulletin*, *LIBRARY JOURNAL*, *Library Quarterly*, and *Special Libraries* carry a large proportion of the articles on professional subjects; the library bulletins, *Publishers' Weekly*, and the *Wilson Bulletin* carry most of the rest. There were several articles in *The Colophon* and *The Saturday Review of Literature*. Milam's article on "Libraries in the United States and Canada" appeared in *Actes du Comité Internationale des Bibliothèques*. The other articles were educational, historical, descriptive, classical, and scientific and were published in such periodicals as *The American Scholar*, *The American Book Collector*, *The Canadian Historical Review*, *Current History*, *Michigan History Magazine*, *Mid-America*, *National Education Association Journal*, *School and Society*, and *Science*.

If the contributions were classed by subjects, the reader would find in the field of adult education: Dudgeon, "The Library and Adult Education"; Eastman, "The Part of the City Library in the Vocational Guidance of Adults", and Wheeler on "Leisure Time Interests and the Library", together with his "List of Educational Books" and his "Science Booklets". Rush and Walter contributed "Administrative Free Wheeling" from different angles. In the field of American History, Adams wrote "Notes on the Portraits of George Washington"; Merrill, "Norse Voyages to America"; Paltsits, "A Naval Letter Book of the American Revolution"; Wallace, "Namesakes in the Fur Trade", "The Pedlars from Quebec", "The Two Simon Frasers", and "Literature Relating to the Selkirk Controversy". Barnett, Utley and Walter focussed attention upon A. L. A. activities. Rush held a brief for the book buyer in "The Book Buyer Speaks Out". Solberg's letter on "Copyright Advancement" to the Editor of the *Saturday Review of Literature* may be considered a contribution on the subject of copyright legislation. Brown, Eastman, Locke, Merrill, Milam, Severance, and Strohm told the profession what to do in the depression. Works was active in the related field of higher education, having written "Coordination of Effort in the Field of Higher Education", "Survey of Curriculum Provisions for Individualizing Instruction", and "Reorganization of the University of Chicago".

In the restricted field of cataloging, we find: Mann, "Training in Cataloging and Classification"; Merrill, "Analytics for Serials"; and Win-

ser, "Defense of Filing Pamphlets According to Color." In the field of circulation, we find: Brown on "Interlibrary Loans" and Wheeler on "Rental Libraries." Brown and Walter pay their respects to the Land Grant Colleges. Lydenberg wrote some "Periodical Problems of Social Science Abstracts" and Walter wrote on "Magazine Subscriptions." Miss Countryman dealt with "Publicity in 1932"; Wheeler with reference work; Bay with "Shakespeare's Hamlet"; Brown and Thompson with research; Rathbone and Severance on standards for the profession under the titles: "Creative Librarianship" and "Are A.L.A. Standards too High?" respectively. Library training and library schools were upheld by teachers and administrators in those fields especially by Reece in four articles and Walter in two articles.

Under the head of libraries and library service may be listed the following contributions, not already mentioned:

Ashley—"U. S. Buys 3,000 Cradle Books"; Brigham, H. O.—"Personalities and Projects"; Brown—"Reading vs. Reviewing"; Countryman—"Budget Presentation," and "An Experiment in Job Analysis"; Dewey—"Outline of Library Development"; Dudgeon—"The Demands of the Times"; Eastman—"Ohio Libraries Left Without Income"; Ferguson—"Shall the Public Library be for All the People? No!"; Godard—"My Contribution to the Special Library Movement" (Symposium); Hadley—"Library Economics Reported"; Henry—"Monarchy and Democracy in Popular Education, the School and the Library"; Lester—"Some Notes on the Present Situation in Wisconsin Libraries"; Locke—"What Librarians Do"; Lydenberg—"Library and the Community" (an address); Meyer—"Books in Braille" (a letter to *The Post*); Paltsits—"Washington Irving and Frederick Saunders"; Ranck—"Special Library Work in a Public Library"; Raney—"The University Libraries." U. of California, a survey (mimeograph); Rathbone—"The President's Call to Cooperative Service," and "Keeping Up Morale"; Severance—"Hospital and Jail Service," "Contributions of A. L. I. Fellows"; Shearer—"The First Years of the Grosvenor Library"; Stevens—"Fifty British Books"; Thompson—"New Position Established"; Tisserant—"Facts about Vatican Collapse"; Van Hoesen—"Proposed College Library Department," and "Phases and Means of Library Development"; Wheeler—"A Service of Architectural and Engineering Information for Libraries," and "Leisure Time Interests and the Library"; Williamson—"My Contribution to the Special Library Movement" (Symposium); Works—"The Survey of the Libraries"; Wroth—"Juan Ortiz and Wood Engraving."

There were a few titles not falling within the groups mentioned:

Bay—"Luther A. Brewer's Collection of Leigh Hunt," and "The Problem of Collations"; Bostwick—"Modern Chinese Personal Names"; Merrill—"Bibliotheca Sapphica," and "Centenary of the Autocrat."

The publications issued in 1931 not included in the list for that year are:

Ashley—Editor of—Volume I of the Collection of John Boyd Thacher in the Library of Congress. 3 volumes; Rathbone—Article "Libraries" in *World Book Annual Encyclopaedia*; Van Hoesen—"Papyrus Studies in the U. S." (in *Chronique d'Egypte*, July 1931).

In response to the request sent through the Secretary to the Fellows asking for title of contributions not published in the professional journals, seventeen responded with lists of their contributions. The Fellows who have four or more contributions to their credit are: Countryman, Reece, Thompson, Wheeler, four each; Milam, five; Brown, seven; Walter, six plus one book; Stevenson two books of fiction and three compilations; Wallace three contributions, two books and one work which he edited. It is sincerely hoped that no important contribution has been overlooked.

—HENRY O. SEVERANCE,

Librarian, University of Missouri, Columbia.

Bangor Observes Fiftieth Anniversary

ON JUNE 7 the Bangor, Maine, Public Library observed the fiftieth anniversary of its founding. The celebration took the form of an at-home day with an address in the evening by John Clair Minot, Literary Editor of the *Boston Herald*. A committee of the staff was in charge of plans and arrangements. The purpose of the day was to show graphically the service that the Library has to give and the growth of this service in fifty years. The head of each department was asked to develop through posters and through a brief talk a clear idea of the service that her department was giving.

On the anniversary day the heads of departments were in their places ready to show their work. The younger members of the staff, acting as guides, conducted visitors on a complete tour of the building. When this was finished the patron had followed the course of the book from the beginnings in its selection and purchase through the classifying and cataloging out to the public through the various departments that serve the people directly.

From The Library Schools

Illinois

THE UNIVERSITY of Illinois granted the degree of B.S. in L.S. on June 12 to sixty-eight students who completed the first year's work in the Library School. Twenty-four of these students were attending the School on leave of absence and have returned to their former positions; seven others are employed—four permanently and three temporarily. Since August 1932, fourteen Master's degrees have been conferred upon the completion of the second year's work. Ten of the first year group and three of the latter group are men.

A new course in Children's Literature, which is to be elective, will be inaugurated during the second semester of the academic year 1933/34.

Student book reviews will continue to be broadcast in connection with the Book Selection classes over the University radio station WILL Wednesdays from 5:30 to 5:45 P.M. beginning September 20.

New Jersey

EIGHTEEN students were graduated in June from the Library School of the New Jersey College for Women. Preliminary experience was obtained in fourteen New Jersey libraries, two libraries of Pennsylvania and four in New York State. The class has numbered among its members six dormitory heads, five members of the college choir, the president of the college orchestra, two members of the honorary literary society, the editor of the literary magazine; two students were awarded general academic honors at graduation and one is a member of Phi Beta Kappa.

Michigan

ON THE annual Alumni and Visitors' Day, held on May 19, the faculty of the Department of Library Science and the staff of the University Library were hosts to 150 visiting librarians. The features of the day were an address by Dr. Louis R. Wilson, Dean of the Graduate Library School of the University of Chicago, on "Regional Library Planning in the Southeast" and a luncheon for local and visiting alumni, at which Mr. Bishop presided.

A recent survey of positions held by alumni shows that of the 279 students who have received degrees in Library Science from the University of Michigan, twenty-seven are at present unemployed. Among those actively engaged in library work, 100 are in university or college libraries, seventy-four in public libraries, twenty-nine in school libraries, and twenty in library positions of other kinds.

Current Library Literature

ARCHITECTURE AND BUILDING

Engelhardt, W. L. Standards for junior high school buildings. N. Y.: Bur. of Pubs., Teachers Coll., Columbia Univ., 1932. cl. v(i), 161 p. \$1.50
Library, p. 124-129.

Larson, J. F., and A. MacI. Palmer. *Architectural planning of the American college*. N. Y. and London: McGraw-Hill, 1933. 3 p.l., 181 p., plans, illus. \$2.
Libraries, p. 86-98. Suggested References, p. 180-181.

Plans and photographs (some interiors) of libraries at Coe, p. 89, 90; Dartmouth, frontis. and p. 32; Hendrix, p. 96; Illinois, p. 80, 81; James Millikin, p. 91; Kalamazoo, p. 94, 95; Scripps, p. 92, 94; Univ. of Virginia, p. 22; Wabash (proposed Library-Union bldg.) p. 54.

The Library and its home. Reprints of articles and addresses. N. Y.: Wilson, 1933. cl. 588 p., plans, illus. \$2.75

Classics of American Librarianship, ix: ed. by A. E. Bostwick. Descriptive articles from LIBRARY JOURNAL and other periodicals. Arranged by type of library; includes discussions of heating, lighting, ventilation, stacks and shelving, equipment, etc. To be reviewed.

Lunden, S. E. Memorial Library nears completion at University of Southern California. *Pacific Bindery Talk*. 5:13-14. 1932.

Reprinted from the *Alumni Review*. Detailed description by the architect. "H" plan; present stack capacity, 300,000 vols.; expandable to 500,000.

—See also SCHOOL (Pennsylvania).

ASSOCIATIONS, CLUBS, ETC.

Carr, Mrs. H. J., comp. Forty years after. Attendance list, American Library Association, Chicago conference, 1893. *LIB. JOUR.* 58:483-484. 1933.

Godet, Marcel. *La formation professionnelle des bibliothécaires en Suisse ... Bibliothekarische Ferienkurse von Hermann Escher*. Bern: Schweizerischen Landesbibliothek, 1933. pap. 31 p., fr. 1.50
Publications de l'Association des bibliothécaires suisses, xii.

L'Œuvre des bibliothèques populaires. 5, rue Las Cases, Paris. *Le Musée Social*. 39:247-248. 1932.

Brief note on work of the organization of that name.

—See also BOOK SELECTION (Morgan); LIBRARIES—U. S. (Chicago).

BOOK INDUSTRIES AND TRADE

Ballow, R. O. The social view of book publishing. 112 E. 19th St., N. Y. *Survey Graphic*. 22:272-274. 1933.

"... admitted that publishing often fails in the fulfilment of its social function, ... responsibility for the failure is one which the reader, the only proper subsidizer for good books, shares equally with the publisher."

Beauschene, Gabriel. *La crise de la librairie*. 107, rue de la Santé, Paris. *Bulletin du Livre français*. 2:106-107. 1933.

By the president of Syndicat des Éditeurs; reported by Marcel Boucart.

Jenkins, H. F. The book in the economic depression. 62 W. 45th St., N. Y. *Publishers' Weekly*. 123:1055-1057. 1933.

Includes discussion of budgets of selected libraries. A supplementary editorial note on "Library Book Purchasing," May 6, p. 1472-1473. See also FINANCE (National).

Marston, Maurice. Revolutions in the bookshops. 12 Warwick Lane, E.C.4, London. *Publisher & Bookseller*. 261:539. 1933.

How library reading affects taste in books.

Mussey, J. B. Lessons from the past. Why study publishing history? 62 W. 45th St., N. Y. *Publishers' Weekly*. 123:1537-1539. 1933.

Thring, G. H. *The marketing of literary property*;

The following serials are added for indexing:

D. C. Lib.—D. C. Librarian. Issued by the District of Columbia Library Association. Wash., D. C.: W. T. Purdom, Public Library. Quarterly. Mimeographed. 50¢ a year.

Pacific Bindery Talk—Pacific Bindery Talk. Pacific Library Binding Co., 770 E. Washington St., Los Angeles, Calif. Apply. Selection of articles to be made from April, 1931.

For checklist of periodicals indexed, see *LIB. JOUR.* for Feb. 1, April 1, and May 1, 1933.

book and serial rights ... with a letter to the author from Bernard Shaw. London: Constable, 1933. cl. xxiii, 242 p. 7s 6d

American agent: R. R. Bowker Co. \$2.
U. S. copyright in relation to international copyright, p. 25-35.

Türk, Werner. *Die Wirksamkeit des Buchtitels*. Deutsche Verlags-Anstalt, Stuttgart. *Die Literatur*. 35:311-313. 1933.

BOOK PRODUCTION AND PRESERVATION

California Library Association.—Bookbinding Committee. Bookbinding specifications; C. L. A. minimum requirements for the re-binding of library and school books, and the binding of magazines and periodicals. 770 E. Washington Blvd., Los Angeles. *Pacific Bindery Talk*. 5:148-150. 1933.

Introductory comments, signed by Bessie H. Carrick, chairman, p. 147-148.

De Ycaza, Erlan. Titles, authors and numbers. illus. *Pacific Bindery Talk*. 3:26-29; and continued at intervals. 1931-.

"The lettering on books in a library bindery involves discrimination and no little experience"

Hyers, F. H. Making of books. *Pacific Bindery Talk*. 5:140-142. 1933.

A brief history of the book, to emphasize the difference between trade and limited editions, motivated by the "Fifty Best Books" shown at the Los Angeles Public Library.

Liams, T. M. Preservation of rare books and manuscripts in the Huntington Library. *Pacific Bindery Talk*. 5:47-51, 68-69. 1932.

Reprinted from *Lib. Quar.*, Oct., 1932. For other appearances, see *LIB. JOUR.*, June 1, 1933, p. 500.

Kimberly, A. E., and A. E. Emley. *A study of the deterioration of book papers in libraries*. Wash., D. C.: U. S. Govt. Prtg. Off.; Supt. of Documents, 1933. pap. 7 p. 5¢.

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—See also CHILDREN'S (Davidson).

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—See also CHILDREN'S (Frederick); HOSPITAL (Coachman); LIBRARIES—U. S. (Lyle).

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To be reviewed. The introduction, containing model forms of printed cards, is reprinted: pap., 25¢.

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Lucas, M. W. Interesting the boys and girls. *Pacific Bindery Talk*. 3:44. 1931.

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Van Cleave, J. G. Children's books of 1932. National Education Assoc., 1201 Sixteenth St., N. W., Wash., D. C. *Journal*. 22:150. 1933.

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—See also CATALOGING (Smith).

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The results of an investigation of the practices of some 21 representative college and university libraries throughout the United States.

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Findings from report cards kept by 205 students in the College of Science, Literature and the Arts, and 112 students in the College of Education, University of Minnesota, during the week of Dec. 3-9, 1930.

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—See also LIBRARIANS (Salaries); SCHOOL (Highsmith).

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Planning development in the state.

General Federation of Women's Clubs.—Committee on Library Extension. "Books for everybody." Address: Mrs. F. J. Sheehan, 569 Tyler St., Gary, Ind. 8 p. folder. sample free; 10 or more, rate, \$1 a hundred.

Six objectives: To promote enlightened public opinion, state extension agency, municipal libraries, county libraries, school libraries, trained librarians and interested trustees.

"Parnassus on wheels." (New Brunswick, N. J., 1933.) 1 l. Apply.

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Coachman, D. F. Therapeutic value of light fiction. U. S. Veterans' Administration, Wash., D. C. *Medical Bulletin*. 9:97-99. 1932.

Observations on the popularity of certain authors whose books "relieve the monotony of hospital routine and give a glow to life, in spite of its vicissitudes."

Corson, Edith. Reading, a therapeutic measure. 450 Seventh Ave., N. Y. *Journal of the Outdoor Life*. 29:21-23. 1932.

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Roberts, M. E. Libraries for patients the world over. 537 S. Dearborn St., Chicago. *Hospital Management*. 34:34. Aug. 15, 1932.

Walker, C. P. Survey of libraries in Georgia. Medical Assoc. of Georgia, 139 Forrest Ave., N. E., Atlanta, Ga. *Journal*. 21:316-319. 1932.

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The Minnesota plan "of teaching the use of books and libraries to the adult as well as to younger students," through the night schools. Includes an outline by Alma Lewis, of Keewatin, of night school student interests.

Witmer, E. M., and E. M. Feagley. A beginner's guide to bibliography with examples drawn from the field of education. N. Y.: Teachers Coll. Library, Columbia Univ., May, 1933. pap. 16 f. 25¢.

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—See also COLLEGE (Johnson); SCHOOL (West Virginia).

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Mose, H. E. We serve the nation thru interlibrary loans. John Crerar Library, Chicago. *Quarterly*. 4:11-13. 1933.

Analysis of 16,379 loans, 1909-31, in the United States and Canada.

Putnam, Herbert. What National Library can do for research worker. Wash., D. C. *United States News*. 1:16. May 20, 1933.

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Off.; Supt. of Docs., 1933. pap. iv p., 1 l., 90 p. tables, charts. 10¢.

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College: University and college libraries, comp. by R. M. Dunbar, p. 259-264; Small college, comp. by L. M. Evans, p. 265-267; Teachers college and normal school, comp. by M. J. Booth, p. 268-271.

High School: Junior and senior high school libraries, comp. by G. D. May, p. 272-274.

"Interpretation and Use of Salary Statistics," by C. H. Compton, chairman, p. 241-243; "Definitions used in compiling Salary Figures," p. 275-276; introduction to each section by its compiler.

University of Michigan.—Department of Library Science. *Alumni Notes*, v. 2, no. 3. tables. *Ann Arbor, Mich.*, April, 1933. Mimeographed.

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LIBRARIES—UNITED STATES AND CANADA

Chicago Library Club. *Directory of libraries of the Chicago area, including historical sketches of the four local library organizations*. Chicago, 1933. pap. 160 p., 60¢.

Obtainable from J. K. Wilcox, The John Crerar Library, 86 E. Randolph St., Chicago.

Comparative statistics for 1932 of public libraries in cities of more than 200,000 population. table. *A.L.A. Bull.* 27:226-227. 1933.

"Compiled at A.L.A. Headquarters to show the relative position and average relative position for each library."

Early Rhode Island Libraries. Providence, R. I.: "The Old Stone Bank," May 15, 1933. pap. 10 p., 1 l. Apply.

An interesting survey.

Free libraries dating back to 18th century in New Jersey. *Times Square*, N. Y. *New York Times*. April 17, p. 12. 1933.

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Growth of the village and county libraries.

Linn, F. B. The heart of Santa Barbara. *Pacific Binding Talk*. 4:102-103. 1932.

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An indication of some resources of the early private libraries.

Noble, A. D. A short survey of libraries in the District of Columbia from the beginning to the Civil War period. *D. C. Libs.* 4:70-87. 1933.

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Peterboro (N. H.) Town Library called the first free library in U. S.; celebrates centenary. illus. *Times Square*, N. Y. *New York Times*. April 2, sec. iv, p. 8; April 17, p. 12. 1933.

Rea, P. M. The museum and the community, with a chapter on the library and the community; a study of social laws and consequences ... Lancaster, Pa.: Science Press, 1932. xv, 52 p., fold. l., 53-259 p. tables, diagrs. \$3.

Theories about effectiveness of libraries on basis of income, circulation, and population served. Undertaken in 1930 for the Advisory Group on Museum Education of the Carnegie Corporation of New York.

Report of Conference of Southern Leaders, sponsored by the American Library Association and the Southeastern Library Association, at Chapel Hill,

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A.L.A. Library Extension News, no. 15. May, 1933. Principal addresses on libraries: "Libraries," by C. H. Milam; "The Place of the Library in the Southern Scene," by E. W. Knight; "What is Library Service?" by E. M. Culver; "What is a Complete Set-Up for Library Service?" by L. R. Wilson; "The Citizens' Library Movement," by W. T. Polk and F. P. Graham; "How can the Program of Local Library Service Best be Established or Improved?" by G. H. Holloway; "Citizens' Councils for Constructive Economy," by C. H. Milam; "Rosenwald County Library Demonstrations," by T. D. Barker. Resumes of the conference have appeared in *Lib. Jour.* 58:409, and *A.L.A. Bull.*, 27:219-220. 1933.

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A trustee's observations, based on the El Paso Public Library's work.

Underhill, F. H. Libraries in Canada. Aldine House, 224 Bloor St. W., Toronto. *Canadian Forum*. 13:296-297. 1933.

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Leyh, Georg. Die deutschen Zeitschriftenpreise und die amerikanischen Bibliotheken. *Zent. f. Bib.* 50:377-388. 1933.

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See also BOOK PRODUCTION (California); CHILDREN (Abbott).

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Mayer, Joseph. The library problem with respect to social science source materials. *Lib. Jour.* 58:348-352. 1933.

Spence, Lewis. Investigating a subject. *Lib. Review*. 26:45-50. 1933.

See also INSTRUCTION (Witmer); INTERLIBRARY LOAN (Putnam); LIBRARIANS (Fay).

REPRODUCTION OF BOOKS, MSS., ETC.

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SCHOOL LIBRARIES, WORK WITH SCHOOLS, ETC.

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Group use of the junior high school library. tables. Univ. of Chicago, Chicago. *School Review*. 41:294-298. 1933.

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Bennett, Wilma. Library publicity. A work sheet for student assistants. *Wilson Bull.* 7:605-611. 1933.

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Brown, J. M. The browsing corner in a high school library. New Mexico State Library Extension Service, Santa Fe, N. M. *New Mexico Library Bulletin*. 2:4-6. April, 1933.

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dards of the Southern Association of Colleges and Secondary Schools. Univ. of Georgia, Athens, Ga. *High School Quarterly*. 21:143-145. 1933.

Jackson, Margaret. The public library. Pennsylvania Council of School Librarians, c/o Meta Schmidt, Overbrook High School, Philadelphia. *News Letter*. p. (7-8.) May, 1933.

Shows the interdependence of school and public libraries.

Johnson, B. L. High-school librarian meets her problems, p. 389-396. In: Ohio State Educational Conference. *Proceedings of the 12th Annual Session*. Columbus, O.: Ohio State Univ., 1932. pap. 450 p. Ohio State University Bulletin, v. 37, no. 3.

McClusky, F. D. Books in a progressive school. 6 Park St., Boston. *Journal of Education*. 116:230, 232. 1933.

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Maine.—Department of Education. *Book list of suggested reading for secondary school libraries*. Augusta, 1933. pap. 12 p.

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Niles, Mary. Our special editions collection. illus. *Wilson Bull.* 7:617-620, 624. 1933.

At Lyons (N. Y.) Union High School Library.

O'Connor, Helen. Polytechnic Evening High library. *Pacific Bindery Talk*. 4:60-62. 1932.

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Pennsylvania Council of School Librarians. *News Letter*, May, 1933. Meta Schmidt, Overbrook High School, Philadelphia, 1933.

Contains descriptive articles of two libraries: Erie Academy High School, by Mary Howe-Binney; Upper Leacock High School, by Dorothy I. Bender. Illustrated.

Reavis, G. H. Use of the high-school library, p. 396-398. In: Ohio State Educational Conference. *Proceedings of the 12th Annual Session*. Columbus, O.: Ohio State Univ., 1932. pap. 450 p.

Ohio State University Bulletin, v. 37, no. 3.

Russell, W. E. Library, laboratory and shop equipment, p. 126-131. In: Eastern-states Association of Professional Schools for Teachers. *Proceedings of the 1931 Spring Conference*. N. Y.: Univ. Press, 1931. pap. 399 p. illus. \$2.

Problems in Teacher Training, v. 6.

Sister Mary Austin. Bits of Kentucky library history: Ursulines, Louisville. Kentucky Library Association, c/o Pearle Hutchens, Horse Cave, Ky. *Bulletin*. 1:6. May, 1933.

Sullivan, Kathryn. Library-study hall combination. Kentucky Library Association, c/o Pearle Hutchens, Horse Cave, Ky. *Bulletin*. 1:4. May, 1933.

Questions that arise with this arrangement.

Symonds, H. H. School libraries; classics. 3 Ludgate Broadway, London, E.C.4. *Journal of Education*. 65:203-205. 1933.

Watts, Emma, comp. *Library list for the public schools of Tennessee, 1931-1933*. Nashville: Tennessee State Dept. of Education. (1933?) pap. 64 p.

Subject list, with note of grade in which title is useful, annotations, and trade information.

West Virginia.—State Superintendent of Free Schools. *Library manual; supplement to the state course of study for the elementary schools of West Virginia* ... Charleston, W. Va., Dec., 1932. pap. viii p., 1 l., 121 p. price?

Prepared under the direction of Myra M. Nefflen.

Woodring, M. N., and G. L. Aldrich. The library and the study program. 520 W. 120th St., N. Y. *Teachers College Record*. 34:678-690. 1933.

—See also BOOK SELECTION (Lathrop); BOOK PRODUCTION (Schwindt; Zuan); BOOKS AND READERS (Mulgrave); CATALOGING (Smith); CHILDREN (Chubb); LIBRARIANS (Salaries).

SPECIAL LIBRARIES

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The library in the depression.

New Automatic Dumbwaiter Perfected

A NEW type of automatic dumbwaiter of particular interest to librarians has been perfected and is being marketed by the Oris Elevator Company. Comparatively inexpensive and designed so that it can be easily installed and moved if necessary, the new electric dumbwaiter makes it possible for a minimum of goods to be carried on one floor, since it allows stocks to be replenished rapidly from storerooms. It is made in two standard sizes with shelving installed to meet the needs of the establishment. It carries a load of 300 pounds rapidly and is automatic in its operation. The machine employs ball bearings and roller bearings throughout, and gearing of the same quality and materials as are used in elevator machines. The entire dumbwaiter is self-supporting and comes as a unit so that it can be installed with practically no building alterations. It is pointed out that the only change in the building necessary to install the dumbwaiter is the cutting of a hole between the floors through which it will operate. A further advantage of this machine is that it takes little space on either of the floors where it is used and when used in the basement, requires no pit.

In The Library World

Library Day At Scranton

ON JUNE 1, an interesting "Library Day" was held at Scranton, Penna., this being the Fortieth Anniversary of the opening of the Albright Memorial Building. At the afternoon reception and inspection of the library two bronze tablets were unveiled. One commemorating the service of Henry James Carr, first librarian, presented by the library trustees and the staff, and the



*Bronze Tablet Commemorating Services of
Henry J. Carr*

other the gift of the Albright family, honoring the gift of the building and site. An evening community meeting was held in the Central High School Auditorium with a musical program and three addresses telling of the history of the library, the value of the public library as an institution, and the value and importance of books. For only the youngest members of the library profession will it be necessary to recall the long and notable connection of Mr. and Mrs. Henry James Carr with the American Library Association in which Mr. Carr held every major office. Mrs. Carr was present at both the afternoon and evening meetings.

Library of Congress Annex Construction

THE "Industrial Recovery Bill," passed June 13 and likely to be approved by the President, carries assurance of immediate construction of the Library of Congress Annex Building. It is in a provision under Section 203 of the Bill which authorizes the President, through the Administrator of Public Works, not merely to construct but to finance the construction of public buildings, etc.; and in a clause (5) specifically

"To advance, upon request of the Commission having jurisdiction of the project, the unappropriated balance of the sum authorized for carrying out the provisions of the Act entitled 'An Act to Provide for the construction and equipment of an annex to the Library of Congress, approved June 13, 1930 (46 Stat., 583); such advance to be expended under the direction of such Commission and in accordance with such Act."

The Commission referred to (which consists of the Architect of the Capitol, the Chairman and the Senior Minority members of the Senate and House Committees on the Library) will of course promptly submit the request. The balance still unappropriated of the amount (\$6,500,000) authorized for the project, is \$5,025,000. The plans for the structure have been prepared and only the detailed specifications need yet to be written. The site can be cleared at once and work started on the foundation.

The site, authorized by an Act approved May 21, 1928, has already been acquired, and the cost of it (\$921,000) provided for by the Appropriation Bills. It is a square and a half lying to the eastward across Second Street and directly south of the Folger Shakespeare Library, from whose grounds it is separated by a mere alleyway.

The Annex will consist of a high ground floor, several high-studded levels above that, and a top story considerably recessed. Three activities will be removed to it: the Printing Office and Bindery, to occupy the lowest floor; the Copyright Office, to the main floor; the Card Division and the stock of printed cards, to the floor above that. The two intermediate floors between the Card Division and the recessed uppermost level will contain around the periphery various rooms for special uses—administrative, bibliographic, and research. The recessed uppermost level will contain two spacious reading rooms, and around the periphery 150 study rooms. The entire center of the structure below the recessed upper level will be devoted to book stacks, with accommodation for about 8,000,000 volumes. There will be no open courts. A tunnel 20 feet wide and 14 feet in height will connect the Annex with the main building.

Light, power, and heat for it will be served from the central power station with which connections have already been made, and which serves all the buildings on Capitol Hill. Local electrical apparatus is already being installed underground in connection with the extension to the east front of the main building, which was also an incidental feature of the general project.

This extension, which has been in process during the past year and will be completed by October 1st, includes provision for the following:

(1) On the ground level the Mail and Delivery Service, with garage;

(2) On the second (main) level, accommodation for the Bibliographic Division, the Union Catalogues, and the people administering and developing them;

(3) On the level above that, the Rare Book (Treasure) Room, which will consist of a spacious and dignified reading room and adjacent stacks and vaults for about 200,000 volumes; and

(4) On the uppermost level, the Slavic collection.

In design and construction this extension had to conform to the main building. The expense of it amounted to \$1,475,000, which represents the entire amount thus far applied of the \$6,500,000 authorized for the general project (apart from the site).

There is thus in prospect a near achievement of the enterprise initiated no less than seven years ago, when the prospective need was suggested in the Committee on Appropriations.

A. L. A. Conference Plans Announced

THE FIFTY-FIFTH Annual Conference of the American Library Association is to be held October 16 to 21 at the Stevens Hotel in Chicago. Three of the principal speakers will be: Miss Jane Addams, of Hull House, international honorary president of the Women's International League for Peace and Freedom, who will address the third general session, Friday morning, October 20; Howard Mumford Jones, professor of English at the University of Michigan and author of several books and plays, who will speak on the same program, discussing the place of books and reading in modern society; and Frederick P. Keppel, president of the Carnegie Corporation of New York, who will present an address at the fourth general session, Saturday afternoon, on the responsibility of writers, publishers, and librarians in the promotion of international understanding. Harry Miller Lydenberg will deliver his presidential address at the first general session, Monday evening.

A one-day Publicity Institute is being arranged for Saturday, October 14. In the morning, a panel comprised of representatives of public libraries especially interested in publicity, a state library agency representative, a library trustee, and a public administrator will discuss the question, "Is Adequate Financial Support for Libraries Possible?" In the afternoon, "Steps Toward Achieving the Objectives" will be the topic. An expert on graphs will be one of the speakers and will demonstrate the making of effective graphs. A public administrator will also appear on the afternoon program.

The program of the institute is based on Simeon E. Leland's article on financing libraries, which appeared in the *Library Quarterly* for October, 1932, and Professor Leland is being invited to

attend the morning meeting. The institute will be open to anyone who wishes to be present, but advance registration is necessary. A fee of two dollars will be charged to cover expenses. Applications should be addressed to Elizabeth M. Smith, chairman, Publicity Committee, American Library Association, 520 North Michigan Avenue, Chicago.

Eight national organizations besides the A.L.A. will meet in conjunction with the conference. They are the American Library Institute, American Association of Law Libraries, Association of American Library Schools, Association of Research Libraries, Bibliographical Society of America, League of Library Commissions, National Association of State Libraries, and Special Libraries Association. Twenty-five A.L.A. sections or round table groups are planning to gather during the conference for the discussion of the subjects in which they are most deeply interested.

The preliminary program of the conference, announcing further details, will appear in August.

Letter to Governor of Indiana

I AM sure you are busy with the affairs of the State in a very perplexing period, but may I have a minute of your time?

I am a Hoosier by birth and education, and I devoted more than twenty years to Indiana educational institutions. I was connected with the State University, Franklin College, and the State Library in which I served as Head Librarian from 1897 to 1907, when I was called to a position in the University of Washington, but I have kept fairly in touch with the State Library since I left the state.

I had the honor of being the first State Librarian elected without consideration of partisan political affiliations. From 1897 to date that Library has been conducted by persons educationally fitted for library service until the Indiana State Library has become one of the most efficient and noted state libraries in the United States.

Just yesterday a report came to me, not from the State Library itself, but from friends in Indiana interested in the State Library as a great educational institution, that:

"Governor Paul McNutt is discharging staff members with library training and experience and replacing them with persons chosen because of party affiliations."

From what I have heard of your admirable and efficient service which you have rendered to the people of the State in your work in the University and elsewhere, it now seems to me quite impossible that a man with such capacity as you have exhibited should advise such plans as here above indicated, which will practically undo the work and the spirit of all that has been accom-

plished in the State Library in the last thirty-six years. Such a calamity will not only undo the efficient work of thirty-six years, but it will be condemned by the educated and thoughtful people of Indiana and the entire library world.

The number of staff in any one library is so extremely small that their force is almost zero in any political controversy. We cannot afford to injure a good institution for all the force these few could exert in a political vote.

I speak strongly and plainly because of my interest in educational work in the state which I served until I was beyond my fortieth year, —at the State Teachers College, the State University, and Franklin College, and nine years in the State Library.

If the report that came to me as to changes being made in the State Library of Indiana is true, I most positively protest, and I sincerely trust that intelligent light may break upon the situation and the Library may be preserved from partisan politics.

Signed WILLIAM E. HENRY,
*Librarian Emeritus, University
of Washington Library, Seattle.*

School Trips At Convention

THOSE WISHING to visit school libraries on Thursday afternoon, October 19, will please meet at the south entrance of the Stevens Hotel, Chicago, at 2 p. m. It will greatly facilitate the planning of these trips if those interested will notify Miss Adah F. Whitcomb, Schools Department, Chicago Public Library before October 16, as to the type of school library work of especial interest.

One trip will be planned to include one elementary and one junior high school; one trip to two junior high schools; one trip to two senior high schools; one trip to a senior and a junior high school; one trip to the Schools Department office and shipping department. If there is any particular phase of the work of especial interest, an effort will be made to plan that also, if notice is received in advance.

Book-Giving Week At Racine

IN THE May 1 issue of THE LIBRARY JOURNAL was published the results of the country's first Book-Giving Week, that at Los Angeles. Up on the shores of Lake Michigan, in Racine, Wisconsin, to be exact, a tremendous cut in library appropriations had again necessitated the use of the Book-Giving plan. Racine's population of 70,000 does not compare with that of Los Angeles, so it was thought that the campaign

must be brought directly to the homes of all people to be a success.

The Hi-Y, a boys organization of the Y. M. C. A., offered their services to help put over the drive and Miss Louise Hunt, the librarian, decided to rely on the school children. The *Journal-Times*, Racine's local paper, agreed to donate a trophy to be given to the school securing the most books, and various theatres gave tickets to be used as individual prizes.

Then the barrage of books began. With eager enthusiasm and vigor the young citizens threw open the attics and bookcases of the town, literally swamping the schoolrooms. The original quota of 5,000 books was passed before the drive swung into full momentum. It was a closely contested race between two Junior High Schools, Franklin and McKinley. When the final results were totaled, the amazing number of 17,000 books, an average of one book from every four persons in the city, was found to have been given. The trophy was won by the Franklin Junior High School Hi-Y with over 6,000 books to their credit.

—CLARENCE ZENS,
McKinley Junior High School.

Public Administration To Be Studied

PART OF the public administration study proposed last summer by a joint committee of the American Library Association and the Social Science Research Council is now assured, through a grant of \$20,000 made by the Carnegie Corporation of New York to the Graduate Library School of the University of Chicago.

Louis Round Wilson, dean of the school, has asked the A.L.A. representatives on the original committee—Clarence B. Lester, Milton James Ferguson, and Carleton B. Joeckel—to act in an advisory capacity in the making of the study. He has also enlisted the cooperation of the Division of Social Sciences of the University of Chicago and the group of national organizations in the field of public administration which have their headquarters near the university campus. Dr. Wilson proposes that the study examine the following questions:

1. To describe the existing situation with regard to typical forms of public library control, support, and expense.
2. To determine the nature and scope of the public library's services to the entire adult population of typical communities.
3. To determine standard costs for library operations that may be studied as units.
4. To evaluate the more important types of special boards and special tax levies for library support.
5. To determine the best political unit for support of library service in rural areas of selected types.
6. To evaluate library service for schools.

Library Organizations

Indian Library Conference Postponed

THE INDIAN Library Conference, to be held in Calcutta, has been postponed to September, in order to suit the convenience of delegates from all parts of India, Burma, and Ceylon. T. C. Dutta, joint secretary of the All Bengal Library Association, P. O. Lillooah, Dist. Howrah, India, asks that librarians send him messages or papers appropriate for presentation at the conference.

Connecticut Library Association

THE SPRING meeting of the Connecticut Library Association was held in the beautiful new Olin Memorial Library of Wesleyan University, Middletown, on May 17, with Christian N. Due of the State Library presiding. The attendance was a record-breaking one with a registration of 210, an actual count of 255 for the morning session and numerous additions for the afternoon meeting.

The morning session was opened at 10:45 with an address of welcome by Dr. James Lukens McConaughy, president of Wesleyan University. He was followed by Miss Ruth Coombs, Readers' Adviser, of the Providence, Rhode Island, Public Library, who gave a helpful and interesting talk on "The Right Book at the Right Time." After an animated discussion the meeting adjourned for luncheon which was served at Rich Hall.

Mrs. Belle Holcomb Johnson, who recently resigned her position as secretary of the Connecticut Public Library Committee after thirty-three years of service, was guest of honor. During the luncheon she was presented with a purse of \$140 and a corsage bouquet from her friends in the Connecticut Library Association in appreciation of her kindly helpfulness throughout her long term of office. The presentation of the gift was made in a unique way by Mr. Frederick W. Edgerton of New London, who paid high tribute to Mrs. Johnson. Although taken by surprise, Mrs. Johnson arose gracefully to the occasion and expressed her thanks in a manner both fitting and felicitous.

The first half hour of the afternoon session was devoted to business, after which Dr. Ernest W. Butterfield, State Commissioner of Education, spoke on "'North of Boston'—Poetry" and added a light and humorous touch to the program. The formal program for the day was con-

cluded with a talk on "New Spring Books" by Mr. Vernon Schenck of the H. R. Hunting Co. of Springfield, Massachusetts. Helpful booklists, compiled by Mr. Schenck, were distributed and copies of outstanding books were on exhibition. After the meeting, tea was served in the Develin Room (the "Browsing Room" of the Library).

—MARGERY BURDITT, Secretary.

California Junior Libraries Hold Meeting

CALIFORNIA junior librarians (those under 35 years of age) of the Sixth District (Southern California) of the California Library Association gathered for a picnic lunch at the Orange County Park, Saturday afternoon, May 20. The announced purpose of the informal Get-Together was to spread the enthusiasm developed by the juniors attending the State Conference at Oakland in April. A short meeting was opened by a word of welcome from Miss Dorothy Wents, assistant in charge of the Orange County Library and chairman of the committee on arrangements. A description of the junior members' activities at the Oakland Conference was presented by Miss Lura B. Wallace of the San Bernardino County Library, member-at-large of the Junior Members' State Executive Committee. A free discussion of projects juniors might undertake was then developed. The more formal part of the afternoon's program was closed by each person introducing the person at their right. The meeting was called and presided over by W. Lawrence Shaw of Claremont Colleges, the Sixth District representative on the Junior Members' State Executive Committee.

Ontario Library Association

THE ANNUAL meeting of the Ontario Library Association was held as usual in the Toronto Public Library on Easter Monday and Tuesday. In view of the fact that 1933 marks the fiftieth anniversary of the passing of the Public Libraries Act, the main meeting of the Convention was given over to reminiscences. Mr. Norman Gurd, K. C. of Sarnia and Dr. A. E. Hardy of Toronto, who have been members of the Association since its earliest days, spoke of those days and brought out many interesting anecdotes from the storehouse of their own memories. Following, Mr. F. C. Jennings, recently appointed Inspector of Public Libraries in Ontario, very

fittingly spoke of the future that lies ahead of the library today. Miss Jean C. Roos, head of the Stevenson Room for young people in Cleveland, Ohio, spoke from the depth of her experience with older boys and girls and their reading tastes. Miss Elizabeth Appelbe of Georgetown spoke on behalf of the Women's Institute, telling of the work they are doing to preserve local historical literature. Mr. George Dill of Little Current, Manitoulin Island, spoke of his efforts to establish a library on the Island and of its very rapid growth into a Free Public Library.

Reports of the Drama and Pensions Committees were given. In the review of the year's work given by the Secretary, especial mention was made of the Ridington Report of *Libraries in Canada*, a publication with the double imprint of the American Library Association and Ryerson Press, Toronto.

The departmental Round Tables had very successful sessions. The College and Reference section discussed the bibliographies that have been compiled by the different libraries throughout the province. The Circulating group dealt with library administration from several angles. The School libraries were interested in book selection. The group devoted to work with boys and girls entertained a librarian from the province of Quebec, who spoke to them of her work with the children of Montreal. The Ontario Regional Group of Catalogers holds its annual meeting at the same time as the Ontario Library Association. This year the Report on Cooperative Cataloging was discussed and an address was given on Canadian bibliography and English catalogs.

The social side of the gathering was well in evidence. The Circulating Section held a luncheon in the Royal York Hotel, at which Lieut.-Col. Drew spoke on "The Position of the Public Library as Interpreter of World Affairs." The Library School Alumnae held a dinner, and tea was served at the various Round Table conferences. There was also a staff luncheon of the Toronto Public Library in honor of Miss Roos.

Missouri Library Association

A SPECIAL meeting of the Missouri Library Association was held in Columbia, May 19-20, with headquarters at Tiger Hotel. The meeting was called to order by the president, Miss Jessie Stemmons in the Council Room of the new Municipal Building. An address of welcome was given by R. G. Pollard, Mayor of Columbia, followed by an address by Dr. B. Lamar Johnson, of Stevens College, on "Experiment of the Use of Books at Stevens College." Mrs. Ada M. Elliott, reference librarian of the University of

Missouri, gave the report of the Committee on Voluntary Certification of Librarians of Missouri. The discussion of the paper was deferred to the business meeting of the Association. The meeting was then adjourned to the round table discussions.

The round table for small libraries discussed such problems as: salary reduction, negro problem, the use of unemployed in libraries and book drives. The round table for large and college libraries discussed Cooperative Acquisition of Expensive Material.

A visit was made to Stephens College where tea was served and an enjoyable time had inspecting the libraries. At 6:30 P. M. a banquet was held at Tiger Hotel. Miss Julia Sampson, President of the Columbia Library Club, presided as toastmistress and introduced the speakers. A paper on "Who Reads Bernard Shaw?" was given by C. H. Compton, assistant librarian of the St. Louis Public Library. Announcement of the creation of the "Walter Williams Library," as a gift to the University from the alumni of the School of Journalism, was made by Dean Frank L. Martin. T. W. H. Irion, Dean of the School of Education, spoke on the subject, "Common Interests During the Present Educational Crisis." Dr. H. O. Severance outlined the development of the Columbia club and the state association.

Saturday morning, with Miss Jessie Stemmons, President of the Association, in the chair, the meeting was called to order in the Council Room of the new municipal building. The general topic for discussion was "How to Promote Recognition of Library Service as an Essential Educational and Social Agency Even in Times of Financial Stress." Papers presented were: "What the Library Can Do" by Dr. Arthur E. Bostwick, Librarian, St. Louis Public Library; "What the Trustees Can Do" by Mrs. A. Lincoln Hyde, Trustee, Columbia Public Library; "What the Citizen's Council Can Do" by Mrs. Carolyn Farewell Fuller, Library Committee of the Board of Education, Kansas City, and Bruce J. Carl, City Clerk, Columbia; "What a Greater Book Knowledge on the Part of the Librarian Can Do to Increase Respect for the Library Profession" by Harry C. Bauer, University of Missouri Library. A general discussion followed. It was moved and seconded that the President appoint a committee to promote a Missouri Citizen's Council for Libraries and to find their members to organize this council. Motion was made and seconded that the Association adopt the report on certification as read by Mrs. Ada M. Elliott, and that a Board of Certification be appointed and instructed to give a report at the meeting in October of this year, with estimate of probable expense, and the date to take effect.

Saturday noon a delightful luncheon was

served the Association on the porch of Stevens College Country Club. At this time the business meeting was conducted with Miss Jessie Stemmons, President of the Association, presiding. All reports were read and accepted. Miss Grace Hill of Kansas City Public Library talked on the A.L.A. Retirement Plan, and then introduced a representative of the Metropolitan Life Insurance Co. who went more at length into the plan. The usual resolutions were adopted and the meeting was adjourned. The annual meeting, with election of officers, will be held in Chicago, with the meeting of the A.L.A., in October.

—GRACE M. YOUNG, *Secretary*.

North Dakota Library Association

THE TWENTY-EIGHTH annual meeting of the North Dakota Library Association was held at Carrington May 18-19. "The Library A Community Responsibility," "Meeting Budget Cuts," and "Book Selection" were topics of the meeting. Professor Thomas Stine of Jamestown College spoke on "Book Worms," Professor Arthur Gamber of the State Teachers College at Valley City on "The Present Agricultural Depression," and Miss Margaret Fulmer of Bismarck on "Is the Library a Necessity."

Officers for the coming year were elected as follows: President—Miss Anna Procter, Jamestown; Vice-President—Miss Gertrude Voldal, Dickinson; Secretary-Treasurer—Miss Margaret Fulmer, Bismarck; Executive Board—Miss Lilian Mirick, Wahpeton, Miss Mae Swinton, Carrington, and Miss Catherine McSherry, Minot.

—ANNA PROCTER, *Secretary-Treasurer*.

Ontario Regional Group of Catalogers

"CANADIAN Bibliography and English Catalogs" was the title of a paper presented at the annual meeting of the Ontario Regional Group of Catalogers, held in the Cataloging Department of the Toronto Public Library on April the 18, by Miss Freda Waldon of the Hamilton Public Library. The findings of the committee appointed to investigate cooperative cataloging were presented at this meeting. The committee reported that several schemes had been considered. The conclusion was reached that the Province had already, in the *Ontario Library Review*, a very useful tool that might be extended to serve the particular needs of catalogers by the addition of further details to the entries in the Book-selection Guide. The recommendation was therefore adopted that the Group present the report to the Inspector of Public Li-

braries asking his consideration of this increased service to the Province.

The executive for 1933-34 was elected as follows: Chairman, Miss Effie Munro, Normal School, Peterborough; Vice-Chairman, Miss Bertha Bassam, University of Toronto Library School; Secretary-Treasurer, Miss Jean Quinsey, Academy of Medicine, Toronto; Representatives: Miss Elizabeth Morton, Reference Library, Toronto, and Miss Freda Waldon, Public Library, Hamilton.

Nashville Library Club

THE NASHVILLE Library Club at its annual meeting on Monday, May 8, received the reports of two committees which had been working during the winter. One committee with Miss Prudence M. Polk as chairman compiled a Union List of all the National Book Trade Bibliographies in the libraries of the city, and distributed the results at this meeting in mimeograph form. The other committee on a Union List of Serials, Mrs. Ruth B. Duncan, chairman, reported substantial progress. The committee decided that the holdings of the Nashville libraries should be reported on a standard sized card on the front of which are four lines for the entry of titles, while below and on the back of the card is an alphabetical list of the cooperating libraries with sufficient space opposite the symbol to record their holdings. In general the procedure will follow the Union List Of Serials.

The officers of the past year were re-elected for 1933-34 as follows: Mr. F. K. W. Drury, Carnegie Library, president; Mrs. Claire B. Graham, Hume-Fogg High School Library, vice-president; Miss Helen Lane Moore, Carnegie Library, secretary-treasurer.

Change In Series

RALPH H. LUTZ'S *The Fall of the German Empire*, published last November by Stanford University Press under the series title of *Documents of the German Revolution*, has been incorporated in a newly established series of "Hoover War Library Publications," to be issued by the same publishers. The two volumes of *The Fall of the German Empire* will be listed hereafter as "Hoover War Library Publications," Nos. 1 and 2 respectively. The series listing on the cloth cover and title page has been changed accordingly in the publisher's stock. The new binding and title page will be substituted for any purchasers of the volumes who will return them to Stanford University Press, Stanford University, California, for that purpose. There is no charge for this, and shipping charges both ways will be paid by the publishers, who ask that the books be returned by book express, collect.

The Open Round Table

Teachers College Solves Problem

I HAVE just read the article on "Confusion in Library Training Agencies" in the June 1 issue of *THE LIBRARY JOURNAL*. With the views expressed therein I am fully in accord.

It happens that it fell to my lot to inherit a library methods course which I taught for a short time; and so added, potentially, to the "number of persons who consider themselves qualified for posts in libraries." It occurs to me that the solution of this problem as it was worked out at one teachers college may be of interest to others who are confronted with the same situation.

When I accepted the librarianship of Central State Teachers College in 1931 I discovered that one of my duties was to teach a course in library methods. This course was planned for teacher-librarians. The Announcement of Courses definitely stated that: "The purpose of this course is to train teachers to select, organize, and administer a school library." This course was considered an important item in the teacher training program at this institution. Many of our graduates teach in small schools that cannot afford to employ a librarian. All of these schools have small collections of books. It is surely desirable that all teachers in these schools should know how to make the most of the books available. It was not feasible for us to extend our program and definitely undertake to train teacher-librarians. The problem with which we were confronted then was how to offer training which would be useful to teacher-librarians, and at the same time avoid any suggestion of professional training for library work. The solution of the dilemma was found in teaching the course in library methods. Several students who took that course reported to me that they found the work decidedly worth while as training in the use of the library.

This suggested to me the possibility of substituting a course on "The Use of Books and Libraries" for the library methods course. The new course would have a broader appeal; would be equally useful to a teacher who might be called upon to look after the library in a small school; and would obviate entirely any suspicion of trying to give professional training for library work. Moreover it would give the librarian an opportunity to teach a subject in which he is vitally interested, and into which he could put his best efforts whole-heartedly.

The new course was introduced in our Extension Division in the fall of 1932. It has now

been offered four times in all—three times to extension students and once to resident students. The results have been highly satisfactory. Many students have commented on the value of this training and have expressed regret that they did not have it earlier in their college career. One senior even took it upon himself to suggest to the administration that the course on "The Use of Books and Libraries" should be required of all students. Now that the Board of Education for Librarianship is recommending through your columns that "Training on the part of non-accredited institutions, normal schools, teachers colleges . . . should be directed toward acquainting students with the use of libraries and with their functions, to the end that students may be prepared to make full and profitable use of libraries. . . ." I feel that the solution worked out at Central State Teachers College is the right one.

—CHARLES V. PARK,
*Librarian, Central State Teachers College,
Mt. Pleasant, Mich.*

Spelling Reform and Decimal Classification

IN *THE LIBRARY JOURNAL* for February 15, on p. 166, is a query as to whether D. C. is a "proper vehicle" for the advancement of spelling reform. My answer is a very decided "Yes." An earnest believer in any doctrine or policy must as a matter of conscience work for its advancement through whatever means he has at his disposal. Taking spelling reform as an example, if it were made known only through publications issued for that purpose it would be brought to the attention of very few except those already its adherents. If it is to make appreciable advance it must be by means of its presentation to an audience reading primarily for another purpose.

The propounder of the query, Mr. Robert K. Shaw, acknowledges that the English language needs bettering but suggests the possibility that this is needed in pronunciation as much as in spelling. Perhaps this is true, but the fundamental need is that spelling and pronunciation be made to agree, so that when a person sees a new word he will know how to pronounce it, when he hears a new word he will know how to spell it. There are at least two outstanding reasons for changing the spelling to conform to the pronunciation rather than the pronunciation to conform to the spelling: (1) the purpose of writing is to convey to a person at a distance in either space or time the words which would be spoken if the

two parties were face to face, from which it is a logical conclusion that the written words should represent the spoken words as closely as possible; (2) a change can be presented much more effectively to the eye than to the ear, partly because a visual presentation may be retained for later reference or permanent preservation, while audible presentation endures only for the passing moment, and partly because the written word reaches a far greater number than the spoken; even if the radio were used to reach a country-wide audience, the spoken change in pronunciation would, if not instantly recognized, be lost in an instant, whereas if the change in spelling is not instantly recognized it can be looked at a second time.

Apparently many regard simpler spelling as a personal fad of Dr. Melvil Dewey's. Quite the contrary! It is a great scientific movement for the benefit of the race, and is sponsored by many eminent educators and scholars, in both progressive America and conservative England, some of whom, up to 1920, are listed, with a history and explanation of the movement, in the *Handbook of Simplified Spelling*, written and compiled under the direction of Charles H. Grandgent and Calvin Thomas, who at the time of its preparation composed the Filology Committee of the Simplified Spelling Board, which now has its headquarters at Lake Placid Club, with Dr. Godfrey Dewey as secretary. That Dr. Melvil Dewey was the outstanding personality in the movement in America is due not only to his deep conviction of its importance but to his being by virtue of both his character and his ability inevitably a leader, and also, I believe, to his freedom from that bondage to institution or publisher which is the condition of most writers. A well-known efficiency expert once wrote to me that he admired my spelling and wished that he could use it, but the most that his firm would allow was an occasional paper on the subject; other correspondents have expressed their sympathy with the movement but refused to help it forward lest it should in some way react to their disadvantage, and one man wrote that he was unable to use it because his stenographer refused to.

Opposition to simpler spelling has in the main no better reason than that it "looks queer" (though it ceases even to "look queer" after a small amount of use) but, speaking for myself, though I, like my stenographer, can adapt myself to the needs of the occasion, the old spelling is extremely distasteful to me because it is both illogical and wasteful. (See Introduction to D. C., ed. 12-13, p. 51-53.) The occasional protest which I receive brings to my mind immediately the almost positive assurance that the writer has never made a sincere, unbiased study of the subject, since I have never known a person

who, having done so, failed to be converted. A typical example of opposition is a New York State Library page (probably about 18 years old) who, undertaking to argue the matter with me, was ready to acknowledge (and was satisfied with the fact) that spelling reform had been in process of development for hundreds of years, but now (though of course he did not express it in just these words) that it had reached the stage where he was familiar with it, it was time for it to stop. Yet for the scholar of Chaucer's time it would probably be far more difficult to read the common spelling of the present day than it is for the ordinary reader of the present day to read modern simplified spelling.

Noah Webster, whose dictionary is regarded by many as final authority on spelling, was a fervent advocate of spelling reform, and introduced into the first edition of his dictionary (1828) many innovations, bringing on himself a storm of like protest to that which is raised today, and his dictionary is a constant supporter of the movement, having in a recent edition included 3,000 additional simplified forms.

The attitude of the adult objectors may in the main be described as "all four feet set and ears laid back," their objections disappearing when they study the situation with an open mind. As for the children, it is to the advantage of the children and the children's children that the benefits of simpler spelling will chiefly redound. As expressed by William Dwight Whitney, professor at Yale for 40 years, author of many works on philology, and editor-in-chief of *Century Dictionary*, 1889-91, "It is the generations of children to come who appeal to us to save them from the affliction which we have endured and forgotten." Certainly they never will receive the benefit if believers in the movement refuse to give it their support and aid.

It is quite possible, as Mr. Shaw suggests (acknowledging that it is unjust) that "in the opinion of some," our spelling may tend to impair "the general sanity of the work," but we have long since learned the impossibility of suiting everybody, and persons of the group here mentioned would be among the first to have the value of their opinions discounted. If they reject D. C. on this basis they themselves are the losers.

A reply on my part has received authorization but not supervision from Lake Placid Club Education Foundation, holder of D. C. copyright. In other words the statements made above are my own, representing the views of the editorial office, but I have no reason to expect any disagreement on the part of the Foundation, which was established to advance the cause of education by various means, and which includes among its special features the advancement of simpler spelling.

—DORKAS FELLOWS.

August Forecast of Books

History, Travel, Literature, Biography

August 1

Johnstone, William J. ROBERT E. LEE THE CHRISTIAN.

Story of the personal religious life of Robert E. Lee. Abingdon. \$2.

Masters, Edgar Lee. THE TALE OF CHICAGO.

The epic story of the rise of Chicago from a frontier fort to the fifth largest city in the world. Putnam. \$3.

August 4

Asbury, Herbert. THE BARBARY COAST.

First complete account of San Francisco's Barbary Coast. Knopf. \$3.

August 5

Manchester, Alan K. BRITISH PREEMINENCE IN BRAZIL.

A study of a chapter in the history of British Imperialism, from the Anglo-Portuguese treaties of 1642 to the present. Univ. of N. C. Press. \$3.50.

August 16

Brogan, D. W. GOVERNMENT OF THE PEOPLE.

New interpretation of American government and politics, their history and present condition. Harper. \$4.

August 18

Maud, Aylmer. MARIE STOPES: HER WORK AND HER PLAY.

Authorized biography of the distinguished author of *Married Love*. Putnam. \$3.

August 25

Thomas, Lowell. OLD GIMLET EYE.

Adventures of Smedley D. Butler. Farrar. \$2.75.

During August

Chambers, Sir Edmund K. ENGLISH FOLK PLAYS.

The present volume deals largely with Mummer's plays, etc. Oxford. \$2.50.

Rusby, H. H. JUNGLE MEMORIES.

Account of the author's explorations fifty years ago in South American jungles in search of drugs—particularly the then unknown drug, cocaine. Whittlesey House. \$3.50.

Stewart, Malcolm. RONAY.

An account of a journey made by the author and a friend to the uninhabited island of Ronay off the north coast of Scotland. Oxford. \$2.50.

Miscellaneous Non-Fiction

August 1

Coffin, Henry Sloane. WHAT MEN ARE ASKING.

"What Do We Mean by God?" "Can We Know God?" "Of What Use Is Religion?" and three other pertinent questions discussed by the president of Union Theological Seminary. Cokesbury Press. \$2.

Jones, E. Stanley. CHRIST AND HUMAN SUFFERING.

The sorrows of mankind and the various ways of meeting these sorrows. Abingdon. \$1.

Sharp, Dallas Lore. CHRIST AND HIS TIME. Abingdon. \$2.

Taylor, R. O. P. DOES SCIENCE LEAVE ROOM FOR GOD?

A study of the findings by a prominent Anglican clergyman. Cokesbury Press. \$1.25.

August 5

Lemert, Ben F. THE COTTON TEXTILE INDUSTRY OF THE SOUTHERN APPALACHIAN PIEDMONT.

An analysis of the reasons for the development of the cotton textile industry in the Southern Appalachian Piedmont. Univ. of N. C. Press. \$2.

Sellers, Leila. CHARLESTON BUSINESS ON THE EVE OF THE AMERICAN REVOLUTION.

A detailed description of how business was conducted in an American port before the Revolution. Univ. of N. C. Press. \$2.50.

August 12

Chadbourn, J. H. LYNCHING AND THE LAW. It is pointed out that the law can be greatly improved and made far more effective. Univ. of N. C. Press. \$2.

August 14

Hayward, Percy R. and Burkhart, Roy A. YOUNG PEOPLE'S METHOD IN THE CHURCH. Abingdon. \$1.50.

August 28

Samson, Leon. TOWARD A UNITED FRONT. A philosophy for American workers. Farrar. \$2.50.

August 30

McConnell, Bishop Francis J. CHRISTIANITY AND COERCION.

The proper and improper use of coercion in matters political, industrial, economic, social, educational, international, and religious. Cokesbury Press. \$1.

During August

Astbury, W. T. THE FUNDAMENTALS OF FIBRE STRUCTURE.

Study of the basic structures of textile fibres and their influence on manufacturing processes. Oxford. \$2.75.

Ehrman, Herbert B. THE UNTRIED CASE.

The Sacco-Vanzetti Case and the Morelli Gang. Vanguard. \$2.

Robertson, A. T. EPOCHS IN THE LIFE OF SIMON PETER.

Dr. Robertson has recounted in a simple way the outstanding epochs of that life. Scribner. \$1.75.

Walker, Miles. CONJUGATE FUNCTIONS FOR ENGINEERS.

Gives, in the form of a number of examples, an elementary treatment of two-dimensional problems in electrotechnics and magnetism. Oxford. \$5.35.

Selected Fiction

August 2

Horgan, Paul. THE FAULT OF ANGELS.

Witty and satiric comedy laid in an American city. Harper. \$2.50.

Tomlinson, H. M. *THE SNOWS OF HELICON*.

The eternal conflict between the spirit of beauty and man's lust for power. Harper. \$2.50.

August 11

Beswick, Eardley. *ORIGINAL DESIGN*.

A novel describing how the present economic situation has affected the lives of everyone, high or low, connected with a large industrial plant. Min-ton. \$2.50.

Hutchinson, A. S. M. *THE SOFT SPOT*.

Has more of the quality of *If Winter Comes* than any of the author's books since that landmark among novels. Little. \$2.50.

Lindsay, Philip. *HERE COMES THE KING*.

Historical romance dealing with the fifth wife of Henry VIII, Katharine Howard. Little. \$2.50.

Marquand, John P. *HAVEN'S END*.

The chronicle of a New England town and in particular of two families who figure in its history for nearly three centuries. Little. \$2.50.

Train, Arthur. *NO MATTER WHERE*.

Describes the fall and rise of a young American business man. Scribner. \$2.

August 16

Bromfield, Louis. *THE FARM*.

The story of an American farm, and of the people whose lives center around it. Harper. \$2.50.

Hoffman, Paul. *SEVEN YESTERDAYS*.

A vivid picture of childhood and adolescence which brings alive a family background, relations with parents, brothers and sisters that make up a sort of world bound by seven days of the week. Harper. \$2.

August 24

Barretto, Larry. *THREE ROADS FROM PARADISE*.

The story of a family and a house through three generations. Farrar. \$2.

Zur Muhlen, Hermynia. *THE WHEEL OF LIFE*. Trans. by Margaret Goldsmith.

The story of the daughter of a lesser Austrian noble, whose own instincts like her family's are those of pride and courage. Stokes. \$2.

August 28

Pollock, Channing. *STAR MAGIC*.

A story of a press-agent, Packy O'Rourke. Farrar. \$2.

During August

East, Howard Melvin. *TWO VALLEYS*.

Life on the frontier during the American Revolution. Dial. \$2.

Legend, Henry. *THOSE WHO COME AFTER*.

A novel taking in three generations in England. Dial. \$2.

Lincoln, Joseph C. *BACK NUMBERS*.

Collection of eighteen stories. Coward. \$2.

Cataloging And Indexing Manual¹

THE AUTHORS of this manual, which is published as number five of the Library Association Series, are connected with the cataloging course at the School of Librarianship in University College, London, and Mr. Quinn is the author of

two other books on cataloging. The subject matter is arranged in three parts: part 1, Author Single-Entry, by Mr. Acomb; part 2, Short-Entry and Subject Cataloging, by Mr. Quinn; and part 3, Book-Indexing by Mr. Quinn. This arrangement is not conducive to a clear and logical presentation of the subject for it results in inconsistencies and unnecessary repetitions which would confuse the beginning cataloger. However, much good advice and many sound principles are set forth to guide the fledgling along a devious path.

It is not a manual for practical use in American libraries, because the forms recommended are at too wide variance with our practice, but it was not written for American libraries. Perhaps its only use with us is for comparison of methods. We cannot, of course, agree to the statement found on page 139, "Whether centralized National cataloging should be adopted or not in this age of standardization is a moot point. There is a great risk in it of deadening uniformity, but libraries are no more likely to be exempt from the tendency to that 'mechanization which threatens mental petrification' than any other institution." The desirability of centralized cataloging or cooperative cataloging is no longer a "moot" question with us. We recognize it as an economic necessity. Whatever the disadvantages of "deadening uniformity" may be, they are more than offset by the elimination of useless duplication of work and by the advantage to the patron going from one library to another, in finding standardized forms. While the advantages of the unit card may not be universally accepted, yet it would seem that the unit card should receive consideration in any modern text on cataloging. It is rather thoroughly ignored in this manual.

The lack of emphasis on the necessity for the use of an accepted list of subject headings is a real weakness according to any standard of library practice. To turn inexperience loose in the field of subject headings without a guide is to bid for trouble and the ultimate wrecking of any catalog. To be sure, common sense has its place here as it has in any other phase of cataloging, but after all there is no measuring stick for standards of common sense.

—RUTH D. MCCOLLOUGH,
Pittsburgh Carnegie Library.

Correction Note

DUE to a transposition of type, the paragraph headed "Chicago, Illinois" in the June 1 issue of THE LIBRARY JOURNAL, page 505, is only partly correct. Hours in the Chicago Public Library have not been shortened and the total circulation for the year was 15,558,622, with a daily average of 51,012.

¹ *A Manual of Cataloging and Indexing*. By J. Henry Quinn and H. W. Acomb. 286pp. New York: Charles Scribner's Sons. \$3.00.

Among Librarians

Appointments

CORNELIA GRAHAM, Columbia '30, was appointed librarian of Clemson College on July 1, 1932.

EDNA HANLEY, Michigan '27, has been appointed to the position of librarian of Agnes Scott College, Decatur, Georgia, made vacant by the death of Marian Leatherman, in August 1932.

BARBARA HEATH, Columbia '31, has a position as recataloger in the Moravian College for Women Library, Bethlehem, Pa.

HELENA LUKENS, Wisconsin '28, is organizing a library for the Morehouse Publishing Co., Milwaukee, Wis.

KATHARINE McDIARMID, Columbia '32, has had a temporary appointment in the History, Travel and Biography Department of the Enoch Pratt Free Library in Baltimore, Md.

MARY MIXER, Michigan '32, formerly general service assistant in the University of Michigan Library, is now an assistant in the Main Reading Room of that Library.

LOUISE MISKE, Michigan '31, who has held a temporary position for the past year at Russell Sage College, has accepted a permanent position as Assistant Librarian of that College, beginning September, 1933.

LULU K. NICOLA, Columbia '32, has a part-time position as assistant in the Cataloging Department of the Montclair (N. J.) Free Public Library.

MARY K. ORR, Michigan '31, who has held the position of cataloger at Kalamazoo College Library during the past two years, has accepted an appointment as cataloger at DePauw University Library, beginning September, 1933.

PHYLLIS OSTEEN, Columbia '32, has been put in charge of the Bronx Travelling Library of the New York Public Library.

MINNIE ROBERTSON, Columbia '32, has been appointed assistant librarian of the West New Brighton Branch of the New York Public Library.

LILLIAN R. SANGER, Columbia '32, is a part-time substitute at the Union Theological Seminary Library circulation desk.

ELIZABETH SCHAACK, Michigan '30, formerly an assistant in the Graduate Reading Room of the University of Michigan Library, is now holding a temporary position as assistant in charge of the Library Science Study Hall in that Library.

MARY L. STEERE, Michigan '27, is at present an assistant in the Main Reading Room of the University of Michigan Library.

MRS. DORIS L. TILTON, Columbia '32, has a temporary appointment in the Preparation Division of the New York Public Library.

ANNA L. TOMLINSON, Michigan '30, is a junior assistant cataloger in the Los Angeles County Free Library, Calif.

MARY L. WEDEMEYER, Michigan '28, who has been the visiting librarian for the Fordson High School system during the past four years, has been appointed librarian of St. Benedict's College, St. Joseph, Minn., for the next academic year.

Honors

MILTON J. FERGUSON, chief librarian of the Brooklyn, N. Y., Public Library, was awarded, on June 8, the degree of Doctor of Letters by the New York University.

PAUL BYRNE, librarian at the University of Notre Dame, was awarded the \$500 lay faculty prize at commencement exercises held on June 5. The award is given annually by the university to the member of the lay faculty who is judged as having rendered most meritorious service to the university during the year.

LINDA ANNE EASTMAN, librarian of the Cleveland, Ohio, Public Library was awarded, on June 12, an honorary degree by Mount Holyoke College.

The Calendar Of Events

August 22-24—New Hampshire Library Association, annual meeting at Peterborough.

October 16-18 — Michigan Library Association, annual meeting in connection with the A.L.A.

October 16-18—Special Libraries Association, twenty-fifth annual meeting at Congress Hotel, Chicago, Ill.

October 16-21—American Library Association, annual meeting at Stevens Hotel, Chicago, Ill.

Oct. 16-21—Wisconsin Library Association, annual meeting in connection with the American Library Association.

October 20—Maryland Library Association, joint meeting with Maryland Public Library Advisory Commission at Baltimore, Md.

October 26-27—Mississippi Library Association, annual meeting at Jackson, Miss.

November 1-3—Nebraska Library Association, annual meeting at Lincoln, Neb.

Nov. 10-11—Kentucky Library Association, annual meeting at the Eastern Kentucky State Teachers College at Richmond, Ky.

December 7-9—Indiana Library Association, joint meeting with Indiana Library Trustees Association and Indiana Historical Association at Indianapolis.

Pamphlets, Books, Posters

We have listed here descriptions of literature and posters which are offered for your assistance in arranging displays and exhibits on Recreation. Please mention THE LIBRARY JOURNAL in requesting material.

Posters

Italian Tourist Information Office. 745 Fifth Ave., New York. Small groups of Italian posters will be sent to libraries (school and public) in return for 25¢ in stamps to cover postage. Posters are large, but four will be sent, if postage is provided.

Japan Tourist Bureau. 1 Madison Ave., New York City. Three brightly colored and seven dull colored posters on Japan will be sent free of charge to librarians wishing to display them.

Nippon Yusen Kaisha Line. 25 Broadway, New York. One Japan-Garland Isles of the Far East, one Japan, and one Around the World poster will be sent free of charge to librarians wishing to display.

Swedish State Railways. Travel Information Bureau, 551 Fifth Ave., New York. Swedish posters will be sent to librarians for display purposes on receipt of 50¢ in stamps per poster.

Erie Railroad Co. 50 Church St., New York. Century of Progress posters—some colored—will be sent free of charge to librarians for display purposes.

Women's International League for Peace and Freedom. Massachusetts Branch, 6 Byron St., Boston, Mass. Poster (14x20) to promote the reading of books which tend to create more international attitudes and to assist librarians in calling public attention to world-mind book exhibits and special shelves of international books, printed in red, black and white, will be sent to librarians in return for 10¢ stamps.

Netherlands Railways, Chrysler Building, New York. Charge of 50¢ per poster. Poster entitled "The Netherlands, Its Products and Resources" by Dr. Neil van Aken available at this time. Sets of ten colored imported Dutch picture postcards (one series only) can also be furnished for 15¢ in stamps. In the event of a check or Money Order being sent, make payable to Mr. G. H. Ravelli.

New York Central Lines. 466 Lexington Ave., New York. Will send free to librarians who will display copies of the following posters: New England; Park Avenue, New York; and Cleveland Union Terminal. **Northern Pacific Railway Company.** Passenger Department, 560 Fifth Ave., New York. Eleven poster subjects are available free to librarians who request them on letterhead paper (for others a charge of 25¢ each in sets of ten or more, or 50¢ singly) for display

SEND REQUEST for free material to the Editor of THE LIBRARY JOURNAL. Your request will be forwarded promptly and the desired material sent directly to you by them. Booklets, pamphlets or posters requiring remittance should be requested direct from the advertisers. If extra copies of any material is desired, please write the advertiser direct.

purposes. Posters available are: Alaskans Off to the Potlatch; Yellowstone Falls and the Grand Canyon; Bozeman Pass, Montana Rockies; Mission Range of the Rockies; Absaroka Range of the Rockies; Montana Cattle Round-Up; Mt. St. Helens; Mt. Rainier from a Northern Pacific Train; Yakima Gateway to Rainier National Park; Lewis & Clark Expedition; and Before the Days of the Railway.

Norwegian Government Railways Travel Bureau. 342 Madison Ave., New York. Two different poster subjects. Available free to librarians. A charge of 50¢ each is made to others.

Pennsylvania Railroad, Traffic Department, New York. Patriotic poster—No. 4—entitled "Building the First White House," distributed free to libraries where it will be publicly displayed.

Railways of France, 1 East 57 Street, New York. Posters each 50¢—minimum of four posters to each order. Remit in cash or money order with written order.

South Manchuria Railway Co., 60 East 42 Street, New York. Posters and calendar available free.

Swiss Federal Railroads. Official Agency, 475 Fifth Ave., New York. Posters and printed matter. Free.

Sports

J. Stevens Arms Co., Chicopee Falls, Mass. Complete catalog giving full description of Stevens shotguns, rifles, and pistols sent free to librarians on request.

Lyman Sights, The Lyman Gun Sight Corp., Middlefield, Conn. General Sight Catalog sent to librarians for 10¢ per copy. Also have special folders on most of the popular items described in catalog.

Free For Transportation

THE MISSOURI Library Commission, Jefferson City, Mo., will give a file of *Public Libraries* for 1909 and 1912 to any library for transportation charges.

Position Wanted

LIBRARIAN, man. BS. in LS. 10 years experience. Executive three years. Wants change of position. D19.

Free for Transportation

THE EVANSTON (Illinois) Public Library offers the following publications free for transportation: *Official Gazette* of the U. S. Patent office, V. 1, 1872 to V. III, Aug. 1904 with indexes. (v. 6 wanting) sheepskin binding in poor condition. Also unbound volumes from Sept. 1904 to June 1924 inclusive.

Position Wanted

Librarian wishes to make change. College and Library School graduate. Five years of professional experience. Reference or cataloging work preferred. D14.

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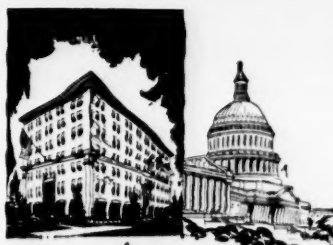
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If you enter an exhibit, send a photograph and three hundred word description. If you enter a Cooperative Community Promotion Plan send a five hundred word description. More than one entry may be made, if so desired. All entries must be in the office of **THE LIBRARY JOURNAL**, 62 West 45 Street, New York City, before June 15. Awards will be announced in the July issue, published July 1.

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